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Newsletter of the Montana
Office of Public Instruction
Nancy Keenan, Superintendent
Vol. 37, No. 2

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First in a series of articles on environmental education.

Surprise! Six Montana educators receive National Educator Awards

Four Montana teachers and two administrators were in for a big surprise when they showed up at impromptu school assemblies on September 21 and 22—especially when they learned they had been chosen to receive cash awards of \$25,000 each.

Kimberley Girard of Glasgow, Carol Juneau of Browning, Raymond Maier of Cut Bank, Richard Menger of Baker, Barbara Ridgway of Helena, and James Wood of Sidney are the first Montana recipients of Milken Family Foundation National Educator Awards. The awards program recognizes outstanding educators for their extraordinary efforts and personal commitment to children.

Winners were selected by a nominating committee as required by the foundation. Among the selection criteria were instructional skills, community involvement, and educational and professional development.

"These people represent the finest of the education profession," said Nancy Keenan. "They typify thousands of Montana educators who have dedicated their lives to our young people. In honoring these six educators, the National Educator Awards Program in Montana also honors the entire education profession."

The recipients and their families were honored November 8 at a luncheon in Helena, where Governor Marc Racicot joined Superintendent Keenan and foundation representatives in presenting commemorative awards. This spring, the recipients will travel to a national education conference in California with recipients from 25 participating states, where they each will receive a check for \$25,000 from the foundation to use as they please, no strings attached.

The national awards program alternates recognition of elementary and secondary educators. In 1994, awards will go to six elementary educators in Montana.

Awards recipients

Kimberley Girard
Kimberley Girard can't remember a time when she didn't want to be a teacher. Girard teaches

mathematics at Glasgow High School, where she expects—and gets—results from her students.

"My philosophy," she says, "is that learning new things makes life worth living." One of her students once remarked, "She teaches as though she really likes that stuff."



Kimberley Girard

Girard thinks this is an apt description of her style as a teacher.

In addition to her teaching duties,

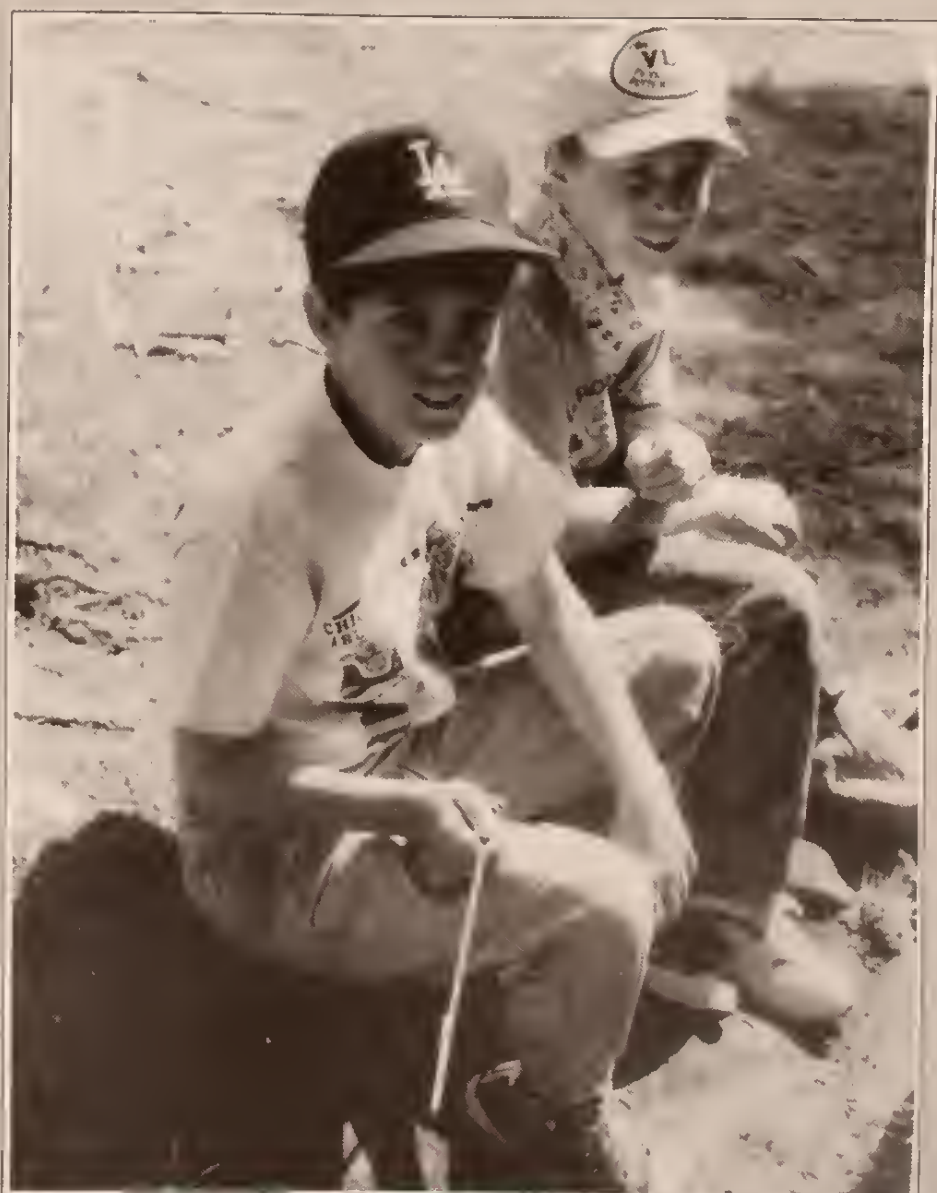
Girard is a leader in the National Science Foundation SIMMS Grant, which is providing innovative leadership in math and science instruction in Montana.

Carol Juneau

Carol Juneau developed the Stay-In-School program, which is in its fourth year of operation in the Browning Public Schools. The program provides counseling to elementary students and instruction to middle school and high school students who had previously dropped out of school.

"I believe that if our students become better educated," she says, "we are going to have better communities to live in and to raise our children and grandchildren in." Juneau, who helped develop the Blackfeet Community College, expects the best for her community and her students. "Let's not ask if they're going to college, but *where* they're going to college," she says.

(Continued on page 3)



Two young students display a tree core at the Birch Creek Outdoor Education Center north of Dillon. Now their job is to count the core's rings. In this issue of *Montana Schools*, we begin a series on environmental education. See page 8.

Second Class
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Message from Nancy Keenan

On the eve of the special session of the legislature, I spoke before the joint subcommittee on education and cultural resources. I could have given the subcommittee a lengthy speech about the quality of education in Montana, the relative low cost of our education as compared to other states, and the high quality of our students' success as compared to students nationally. But that was irrelevant at this point, since it is inevitable that the legislature will once again cut the state's share of K-12 funding.

Instead, I offered the subcommittee some options. Let me be very clear—these were not recommendations, but options.

We could achieve some savings through bookkeeping procedures. The state could realize a one-time savings of \$8.5 million by capturing the ending fund balance in the County Retirement Account. Unifying all elementary districts with a high school district potentially could save a substantial sum. At a glance, it appears that if only four counties in the state unified their districts, it could, conservatively, save \$2.5 million.

But that won't touch the \$10-20 million slated to be cut in K-12 funding. Where else is there to look?

Before House Bill 667, passed by the 1993 legislature, the state share of funding for elementary students was \$2,710 per student. After HB 667, it is \$2,407 per student, a reduction of \$303 per student. To put that in perspective, schools on average spend \$161 per student on instructional supplies and materials each year. The HB 667 reduction represents almost two years' worth of instructional supplies and materials for each elementary child. On the high school level, it was even worse; we lost \$353 per student. Think of it as kids sitting in classrooms without books and supplies for two years.

Now the legislature is talking about cuts in the range of \$10-20 million for K-12 education. We cannot, again, take those dollars out of the classroom. There is no more room to give. We must preserve the integrity of the classroom day.

What does that leave to cut? It leaves items outside the classroom day, such as traffic education, pupil transportation, and athletics. Eliminating state support of traffic education would save \$1.3 million. Eliminating pupil transportation, except for special education, would save about \$9 million. Eliminating athletics and extracurricular activities as general fund-supported activities would save about \$5.8 million and \$1.7 million, respectively. Local communities would have to decide how much they want to pay for these items and raise the money locally.

Cutting state support of traffic education, pupil transportation, athletics, and extracurricular activities are lousy options. But it seems lousy options are the only ones left in these interesting times.

In the meantime, previous cuts in the state's share of K-12 funding are taking a toll. Because of financial difficulties, class sizes (student/teacher ratios) across the state are actually growing. One hundred sixty-four schools recently requested exemption from current class size standards in grades K-2 because they lack the necessary resources.

The special session won't be easy, but we've always risen to the challenge before, and we'll do it again.

Let us hope the integrity of the school day will not come away from the special session damaged.



Nancy Keenan

OPI restructures some services

In response to calls for government efficiency and in anticipation of impending state budget cuts, the Office of Public Instruction has reorganized some services and will leave some vacant positions unfilled for the time being, State Superintendent Nancy Keenan has announced.

"Our aim is to maintain and improve existing services while streamlining delivery," Keenan said. "We realize restructuring needs to start with us."

The office's Department of Educational Technology has been combined with other OPI functions, and the chief of staff position has been eliminated.

Six and one-half currently vacant positions will remain unfilled for

now. However, the library media and arts education specialist positions will be filled temporarily by Diana Loble and Julie Smith, respectively. They will work approximately half time until June 30, 1994. Loble formerly headed the media center for the Helena Public Schools. Smith comes to OPI from the Montana Arts Council.

In addition, OPI's school food services have been combined with the Health Enhancement Division, which is administered by Spencer Sartorius. Vocational education, homeless education, GED, adult basic education, and veterans' education services have been combined into one division, administered by Jim Burns. ■

Grants available

The Office of Public Instruction's Division of Special Education has announced the availability of grants for transportation, professional group support, inservice training or technical assistance, and parent support. The grants are available through Part B of the Individuals with Disabilities Education Act (IDEA) and Part D, Training Personnel for the Education of the Handicapped Grant.

Transportation funds

The transportation funds are intended to assist districts with the supplemental transportation needs of special education students. Transportation funds may be used for the following:

1. Student's home-to-school transportation costs that are over and above costs covered by state/county/district transportation funds;
2. Student transportation to and from evaluations recommended by the child study team;
3. Student transportation to and from work/study activities as identified in the IEP;
4. Adaptive equipment needed for a student to travel safely in an approved school bus; and
5. Special transportation needs not covered by other sources of funding which are approved by OPI on a case-by-case basis.

Funds will not be provided for bus driver salaries over the scheduled amount for buses or travel of special education personnel. Grant funds may not be used to pay for transportation costs incurred prior to the date of grant submission to OPI. There is not a deadline for application for these funds; however, funds are limited.

Professional group support funds

Professional group support funds are available to support inservice training and/or personnel preparation activities for professional organizations. A single grant, not exceeding \$1,500, will be awarded to each professional group to support a training activity related to at least one of the established priorities identified by the statewide needs assessment conducted by the Division of Special Education. The completed proposals must be submitted by April 15, 1994, and may operate through June 30, 1994. The priorities, not listed in any specific order, are as follows:

1. Assessment, placement options, learning characteristics, teaching methods, and curriculum materials for children with disabilities who are experiencing attention deficit disorder and/or fetal alcohol syndrome/effect;
2. Inclusionary strategies and outcomes;
3. Assistive technology and computer-assisted instruction;
4. Collaboration between regular and special education; and
5. Placement options, learning characteristics, teaching methods, and curriculum and materials for students who are experiencing emotional disturbance.

In addition, approximately \$1,500 is made available on an annual

basis to individual organizations to provide support to parents for inservice training and other activities, such as newsletter publications.

The parent organizations must submit a completed grant application form describing the activities along with a proposed budget by June 1, 1994.

Regional grants

Five regional grant awards will be made to support inservice training and/or technical assistance with a maximum award of \$3,300 per region. These field-initiated grants are limited to the following priority areas:

1. Students with disabilities who are experiencing emotional disturbance;
2. Curriculum adaptation for inclusion;
3. Teaching methods to support inclusion;
4. Team teaching in regular and special education; and
5. Effective instruction strategies.

To receive a grant application form for any of the above grants, please contact Linda Beadle (444-5661) or Floy Scott (444-2504).

Parent funds

Finally, funds will be made available until June 1, 1994, to individual parents to enable them to participate in training activities related to their child's disability. These funds are available through *Parents, Let's Unite for Kids* (PLUK).

Criteria have been established to ensure statewide distribution of the funds. Public announcements are also being made to ensure that parents are aware of the availability of these funds. For information on parent funds, contact Kathy Kelker, Director, PLUK, Billings, MT 59101-0298 (406-657-2055). ■

New OPI address

Please note our new mailing address:

Office of Public Instruction
P.O. Box 202501
Helena, MT 59620-2501

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1993 Montana Youth Risk Behavior Survey Report: Some good news, some not so good

State Superintendent Nancy Keenan recently congratulated Montana's young people for meeting or exceeding many of the nation's health goals for adolescents.

Keenan also called upon Montana's teens, parents, communities, and schools to work even harder to reduce behaviors that put students at risk for health problems.

"Montana youth have healthier behaviors than the national norm in many respects," Keenan said, referring to a report on youth health risks recently published by the state Office of Public Instruction.

"But we need to do even better in helping kids choose healthy behaviors," Keenan said. "Parents must be the key players in this effort. They have the primary responsibility for their children's health. They are their children's first teachers and most important role models."

The report, the 1993 *Montana Youth Risk Behavior Survey Report*, details the health risk behaviors that cause the most mortality, morbidity, and social problems among Montana high school youth. These behaviors include intentional and unintentional injuries, tobacco use, alcohol and drug use, sexual behaviors that result in sexually transmitted diseases and unintended pregnancies, physical

inactivity, and dietary excesses and imbalances.

According to the report, Montana teenagers are more physically active than their peers nationwide; they are more likely to postpone the age at which they begin smoking; they are less likely to ride in a car with people who have been drinking; and the vast majority—over 90

"Montana youth have healthier behaviors than the national norm in many respects. But we need to do even better."

percent—have been educated about the dangers of AIDS.

On the other hand, more Montana youth use tobacco and alcohol than the national average, while too few Montana youth regularly use seat belts and bicycle helmets.

Youth reflect the community

"Adolescent behaviors reflect community values; they are an extension of the community," Keenan said. "That's why it is critical for communities, parents, and schools to join forces in modeling and promoting healthy behaviors for our young people."

Data contained in the report were gathered in March 1993 using a

survey developed by the Centers for Disease Control and Prevention, 19 other federal agencies, and state and local departments of education. The voluntary and confidential survey was given to over 12,500 Montana students.

The report compares survey results to national health promotion and disease prevention objectives.

For example, the report finds that only 34 percent of Montana youth wear seat belts most of the time, whereas the national objective calls for 85 percent of vehicle occupants to wear seat belts all the time by the year 2000.

"The national objectives are designed to avoid the costs of treating diseases and injuries that could have been prevented," said Keenan. "If we can help teenagers choose healthy behaviors now, we can avoid wasted costs—and wasted health—in the future."

The Montana survey was co-sponsored by the federal Centers for Disease Control and Prevention, the Montana Office of Public Instruction, the Montana Board of Crime Control, the Department of Health and Environmental Sciences, the Indian Health Service, Healthy Mothers/Healthy Babies, and Blue Cross/Blue Shield of Montana.

Copies of the report have been distributed to all Montana school districts. ■

Big Sky Telegraph receives major grant

Western Montana College's Big Sky Telegraph Program has been awarded a grant of more than \$800,000 from the Annenberg/CPB Math and Science Project and the US WEST Foundation for supporting science and math reform for rural teachers through telecomputing.

Western's "Reach for the Sky" project is one of five funded nationally in a \$2.5 million initiative to help rural elementary and secondary educators learn how telecomputing can bring a new world to their classrooms.

"We want to help rural teachers develop an understanding of telecomputing so they can participate fully in these opportunities," said Mara Mayor, director of the Annenberg/CPB Math and Science Project. "We'll start with helping teachers nationwide on computer networks and move to establishing a computerized community of educators all working together."

Reach for the Sky will focus on creating an online group of mentor teachers across Montana's K-12 system. These teachers will be selected to receive telecommunications training related to math and science telecurricular classroom use.

The mentor teachers will learn how to navigate and glean information from the national telecommunications resource system Internet. They will also learn how to create

(Continued on page 15)

Six Montana educators receive National Educator Awards

(Continued from page 1)

Juneau was named 1993 Educator of the Year by the Montana Indian Education Association.



Carol Juneau and students

Raymond Maier

When students leave Raymond Maier's history or geography classes in Cut Bank, they have a sense they can succeed because he helps them believe in themselves.

Maier believes the most important contribution an educator can make is to "create a situation where young minds can learn to enjoy the difficult task of thinking and reflecting on the timeless issues of humankind." Through the use of the Socratic method, he welcomes students of all abilities "to share in the rich rewards of pure thought and contemplation."

Maier developed the district's gifted and talented programs and serves as chair of Cut Bank High School's social studies department.



Raymond Maier and Cut Bank Superintendent Barbara Parker

Richard Menger

A leading force in the development of technology for the Baker Public Schools, Richard Menger's previous awards include the IBM Teacher of the Year and Montana Biology Teacher of the Year. Menger teaches biology and life science at Baker High School.

"Even as a rookie teacher, 20 years ago, I recognized the individuality and uniqueness of each student who entered my classroom," says Menger. One of



Richard Menger

his innovations is *Green Jeans Horticulture*, Montana's only full-year horticulture curriculum. The program, which has been imitated worldwide, includes a tree nursery that is used as an outdoor classroom and wildlife habitat. This course is just one instance of Menger's rigorous and imaginative methods that make students *want* to take biology.

Barbara Ridgway

Barbara Ridgway, library services coordinator for the Helena School District, believes that school as we know it will be dramatically transformed with the rapid changes



Barbara Ridgway

introduced by technology. "We, as educators, will have to adapt to these changes, and we will also have to ensure that all children are prepared to live with a new literacy," she says.

Ridgway has hopes of developing a multi-media facility to help teachers, students, and parents acquire technological fluency. Disregard for technological knowl-

edge, she fears, could create a new kind of illiteracy—a world of "haves" and "have-nots."

"My dream, she says, "is to create an environment that is open to all—not just the 'haves.'"

James Wood

"The legacy I hope to leave is ongoing curriculum evolution, high standards of academic excellence,

and a strong record of professionalism," says James Wood, principal of Sidney High School. "The most important contribution an educator can make is to give young people an understanding



James Wood

ing of themselves, the skills to succeed in a changing world, and a sense of self-worth."

Pointing to eastern Montana's sparse population, Wood says the region would benefit from more teacher/administrator learning centers to improve staff development opportunities. He has taken the initiative to develop this plan and hopes it will become a reality in the not-too-distant future. ■

Swimming against the current

there is a banner on the wall at Eagle High School, an alternative high school near Columbia Falls, that reads, "Only dead fish swim with the current."

Whether or not that statement is biologically accurate, it reflects the sentiment of some students who, for one reason or another, feel they are drowning in our mainstream high schools.

A quiet implosion is taking place in some of Montana's high school systems. As schools struggle to meet the changing needs of their students, many are finding that, for a growing number of students, the traditional high school structure doesn't work.

As a result, many high schools are creating alternative programs to serve students who swim against the current.

Ironically, as necessity forces these alternative programs to adopt innovative structures and teaching methods, they are becoming testing grounds for many of the current school restructuring initiatives, including experiential learning, performance-based assessment, maximizing different learning styles, team-teaching, school-to-work transitions, and lifelong learning environments, among other things. If traditional high schools follow their lead, these alternative programs may someday become the "current."

Could this result in smaller, more personable communities of learning within high schools? Some educators believe it could. One of them is David Swingle, director of the Bridger Alternative Education Program in Bozeman. "I think what you're seeing [in the growth of alternative programs] is the beginning of a revolution; the tip of the iceberg," Swingle says. "The old, large, traditional school may be breaking up."

alternative school programs have cropped up at various times throughout the history of public

Celebrate Teen Day

Montana's third annual Teen Day will be celebrated February 4, 1994. This is a time to acknowledge all Montana youth as important. Too often, adolescents are portrayed negatively or attention is focused on just a few "teen stars."

Healthy Mothers, Healthy Babies established Teen Day in recognition of the crucial role positive self-esteem plays in the health and well-being of youth. To receive a portfolio on how to organize Teen Day activities in your community, contact Healthy Mothers, Healthy Babies, P.O. Box 876, Helena, MT 59624 (449-8611).

education. The 1970s saw a flurry of alternative programs, which often served students who were bright, unchallenged, alienated, or nonconformist. Some of those programs slipped into oblivion, often because they were *too* different; they drifted too far from what Timothy Tate, headmaster at Headwaters Academy, a private alternative high school in Bozeman, calls "the popular consensus reality." Others have hung on by adapting to changing times and changing expectations.

Now, in the 1990s, we are seeing a fresh wave of alternative programs. (These are sometimes misnamed "alternative schools." With the exception of Eagle High School in Columbia Falls, which is a separately accredited school, Montana's alternative programs are actually branch campuses of the mainstream high schools.)

While today's alternative programs still serve some students who fit the "bright-and-alienated" profile of the 1970s students, a majority of students in alternative programs today have been wounded by changing socioeconomic realities. Some of these new students are pregnant or parenting.

"Although mainstream high schools are doing their best to meet the needs of these students, the traditional high school structure just doesn't work for everyone. And the number of students for whom it doesn't work is growing."

Some fit the stereotypical profile of an "at-risk" student: low self-esteem, poor social and academic skills, troubled families, or poverty. Several have emotional problems. Some are homeless, although others come from affluent families. Some of these students feel pushed out of the traditional high school because of rules or teaching methods they can't identify with. Others just feel lost and isolated in a large high school setting.

although most mainstream high schools are doing their best to meet the changing needs of students, the traditional high school structure just doesn't work for everyone, says Dori Nielson, senior education analyst at the Office of Public Instruction. And the population of students for whom it doesn't work is increasing.

"A large number of students will learn almost in spite of the school structure or classroom style," says Nielson. "However, we now see

Are Montana's alternative high school programs the wave of the future?

more students who don't respond to traditional teaching methods."

In past decades, such students often left high school to work in the labor force or agriculture, according to Nielson. "There was a time when society and the labor force could accommodate people with limited skills, but with changes in technology and the economy, that no longer is the case," Nielson says. "Schools have to deal with that."

in October of this year, representatives from Montana's public alternative high schools gathered in Helena to discuss their efforts to "deal with that." Programs represented at this meeting included some that have been in existence since the 1970s, such as Helena's Project for Alternative Learning; as well as brand-new programs, such as Bozeman's Bridger Alternative Program, now in its second semester.

While philosophies and methods differ from program to program, representatives from these programs share many commonalities, including energy, commitment, direction, creativity, a spirit of innovation, and great pride in their programs.

They also share many concerns and challenges. Funding, for example, is a common source of anxiety, as is the inability to serve all students who might benefit from their programs. Most of the programs suffer from clog, with long lists of students waiting to get in. Furthermore, more of today's students are being identified as emotionally disturbed. At the same time, resources and programs to serve these students are declining. Many high schools are turning to their alternative programs to serve these students. Some of the program staff wonder whether this will squeeze out the students historically served by alternative programs: the "bright-and-alienated."

The October meeting was the first time this group of educators has gathered, but it won't be the last. Recognizing a need to share energy and ideas, the group plans to gather again in the near future. They discussed forming a statewide alternative learning association. There is also discussion of developing a three-state association along with Wyoming and Idaho.

One thing seems certain: as the national fervor for school restructuring continues, alternative programs will likely receive more attention.

"Many of these programs have been in the shadows for years," says Dori Nielson. "They've often felt like second-class citizens. With the national agenda for change, they're moving into the light." ■

—Sanna Porte Kiesling
Montana Schools Editor

In the next issue of Montana Schools: a look at some of Montana's alternative high school programs.

Montana's public alternative high school programs

- *Front Street Learning Center* (Project for Alternative Learning), Helena: Michael Meredith, Project Specialist (444-7017)
- *Southwest Adolescent Treatment Center* (Day Treatment Component of Project for Alternative Learning), Helena: Pamela Ponich, Director (442-9902)
- *LASER*, Kalispell: Arlene Myllymaki (756-5073)
- *Sentinel High School*, Missoula: Scott Whaley (728-2403 Ext. 49)
- *Project 71*, Livingston: Larry Durgan, Director (222-6600)
- *Eagle Alternative High School*, Columbia Falls: Scott Gaiser, Director (387-5319)
- *Bridger Alternative Education Program*, Bozeman: Dave Swingle, Director (585-1830)
- *Mountain View School*, Helena: Neal Christensen, Principal (458-9016)
- *Two Eagle River School*, Pablo: Clarice King, Principal (675-0292)
- *Butte Alternative School*, Butte: Dick Carlson, Director (782-1354)
- *Havre Alternative School*, Havre: Debbie Kirby, Director (265-4356)
- *Largent Education Center*, Great Falls: Ken Kelly, Director (791-2140)
- *Adult and Alternative Education*, Billings: Jim Reno, Director (255-3590)
- *Pine Hills School*, Miles City: Bill Melnik, Principal (232-1377)
- *Stay in School Program*, Browning: Carol Juneau, Director (338-2841)

Bozeman makes exemplary use of Chapter 2 funds for parenting, support programs

A young high school student whirls into the parenting classroom at Bozeman's Bridger Alternative Program, a baby blanket under one arm and her school books under the other. She is there to change her baby's diaper before going to her next class.

Pregnancy is the number one reason teenage girls drop out of school, according to Jean Neil, parenting teacher for the Bozeman Public Schools. That's why the Bozeman school system and community have developed a parenting program and child care center—to give teen parents a chance to stay in school and become self-sufficient members of the community.

The parenting program and child care center are part of Bozeman's comprehensive at-risk program, which also includes adult parenting classes and outreach for community members as well as student support groups for at-risk elementary and middle school students.

These projects are supported in part by Chapter 2 funds granted through the Office of Public Instruction. According to Kathy Mollohan, Chapter 2 specialist for OPI, the projects demonstrate "an exemplary use of Chapter 2 funds."

Chapter 2 funds are appropriated by the federal government to support projects that improve school district effectiveness. What makes Bozeman's use of Chapter 2 funds commendable, says Mollohan, is that the funds are targeted at a high-priority area of need as determined by a community survey. According to Mollohan,

Bozeman's at-risk program is likely to result in overall improvement of school district effectiveness because of well-defined goals and curriculum; long-range planning; district commitment to the project; and positive feedback from students, staff, parents, and community.

Chapter 2 money has provided teaching materials for the school district's Young Parents Program; it has also helped fund the district's CARE Program for elementary and middle school students and parenting education for community members.

Young Parents Program

Bozeman's Young Parents Program was launched last year to provide quality prenatal, natal, and parenting education in conjunction with the Bridger Alternative Education Program, a branch campus of Bozeman High School.

Along with Chapter 2 funds, the program is supported by a Carl Perkins grant to develop consumer homemaking education for teen parents; United Way; the school district; and community members who have donated cribs, toys, equipment, and many hours of volunteer time.

The program includes the Tender Loving Child Care facility, located on site at the Bridger Alternative Program. This facility provides activities and stimulation for children of students in Bozeman High School, Bridger Alternative Program, and the GED program.

The program's parenting education focuses on pregnancy, child development, self-esteem, and achieving financial independence.



Parenting teacher Jean Neil rocks one of the infants at Bozeman's child care center.

Both male and female students learn parenting and other life skills through curricular offerings, role modeling, and hands-on interaction with infants and toddlers. Parenting education is not just for pregnant or parenting teens, according to Yvonne Hauwiler, who supervises the Bridger Program and the parenting program. "It's important to make it available to all students," she says. "Ninety-eight percent of high school students will be parents someday."

According to Jean Neil, the program is producing positive results. For one thing, students learn they have some control over their lives. "When you're a teen and become pregnant, you feel pretty powerless," she says. Also, students learn skills that can allow them to break the cycle of dependence. "We're educating for two people," says Hauwiler, "the parent and the child."

Community parenting support

Chapter 2 funds also support outreach to parents in the community. This outreach includes free sack lunch seminars that cover such topics as Fostering Your Child's Self-Worth, Strengthening Family Bonds, and Setting Rules and Limits for Your Teenager. Community resource people are brought in to talk with parents about these topics at Bozeman's Parenting Resource Center, located at Willson School.

CARE Program

The CARE Program was created to help elementary and middle school children who need more individual attention than they are able to get in the classroom. The program provides early intervention in hopes of eliminating future problems for kids who may have low self-esteem or problems at home.

Through CARE support groups, identified at-risk children participate in a supportive, small group setting where they can make friends and learn to feel more positive about themselves. CARE coordinator Barbara Greason trains teachers and other school staff to act as group co-facilitators, develops group activities, and maintains communication with parents.

Developing stronger families

Together, these programs are working to develop stronger families and more self-sufficient community members in Bozeman. "This is an outstanding and effective way to use Chapter 2 funds," says Mollohan. ■

History Day competition lets students experience the thrill of historical research

What could inspire eighth graders to give up 400 hours of their own time on a history project? The satisfaction of contributing something valuable to historical scholarship, for one thing. The possibility of winning a major national award doesn't hurt, either.

For the last decade, C.R. Anderson Middle School students in Helena have consistently brought home top awards from the national History Day competition—including first place in two of the competitions.

With guidance from Gary and Sandy Barker, a husband-wife teaching duo, C.R. Anderson students have developed original research projects on topics ranging from Montana's Rocky Mountain Lab and its instrumental role in developing the typhus vaccine to the use of propaganda during war time. The projects are often so polished and thorough that the Barkers use them as educational tools for their history and English classes.

National History Day was developed in the 1970s to let students in grades 6-12 experience the thrill of exploring archives and conducting historical research. About 10 Montana schools generally compete in the annual state competition. State contest winners are invited to take part in the national contest.

Participation in History Day requires intelligent judgment and development of analytic skills. Students must conduct primary research. In the 1993 competition, for example, a team of C.R. Anderson students explored how the Anaconda Copper Mining Company (ACM) controlled the news in Montana for a half-century. They used actual newspapers printed by the ACM as well as those of the anti-company press. They explored the Silver Bow and Deer Lodge county archives, interviewed reporters who had worked during the years of the company press, and investigated county coroner's reports.

The result of their research is "Montana's Copper Curtain of Silence," an integrated slide show presentation that compares two different versions of the news during the heyday of the Anaconda Company. The project won third place in the group media category at the national competition held in June at the University of Maryland. "It's a nice feeling when you put in so much work

and you win," says one team member.

"It's so demanding on the kids," says Sandy Barker. Students will spend 300 to 400 extra hours working on their projects, she says. Despite the hard work and long hours, the Barkers have never had a student decide to quit.

History Day competition is demanding on the Barkers, too. "Every year we think, maybe this year we won't do it," says Sandy Barker. But the Barkers keep coming back for more, even though it means giving up hundreds of extra hours. They often find themselves working with students until midnight every night for three weeks before the competitions. Why do they do it? "Neat kids," says Gary Barker concisely.

"Seeing a lasting, finished product that's original that students develop and share with others," says Sandy Barker; "that's what keeps me going."

The theme for the 1994 History Day competition, "Geography in History," presents students with an opportunity to investigate how the landscape has been used and what impact it has had upon events and people in history.

The state-level competition will be held in Helena on Saturday, April 23, 1994. Qualifying winners will advance to the national competition held at the University of Maryland, June 12-16. For more information, contact Joan Haefler at the Montana Historical Society, 225 N. Roberts, Helena, MT 59620 (444-4794).



C.R. Anderson team members Scott Bryan, Coy Egbert, Johannah Heller, and Ben Alke took third place in this year's national History Day competition with their presentation "Montana's Copper Curtain of Silence."

Making the transition from early intervention to preschool special education

The Individuals With Disabilities Education Act (IDEA) applies to children with disabilities from birth through age 21. However, for young children with disabilities, IDEA is broken down into two parts: The early intervention program (Part H) for infants and toddlers with developmental delays, and the special education program (Part B) for three-, four-, and five-year-old children with disabilities. This article discusses the links these two programs and the transition from one to the other.

In order to comply with IDEA, Montana's public schools must ensure that children with disabilities three years of age and older have the opportunity to receive a free appropriate public education.

For public schools, providing special education and related services to preschool-age children

services means the student must have an individualized education program (IEP) in effect upon the third birthday. Whether the birthday falls during the school year, late in the school year, or during the summer months, the child's **third birthday**, not the school calendar, determines when the local education agency becomes responsible for ensuring provision of special education and related services.

Second, to have an IEP ready for implementation on the third birthday, all steps necessary for developing an appropriate IEP must have taken place in advance. These steps include referral, evaluation, child study team meeting, and completion of the whole IEP document. The IEP for a preschool-age student must conform to the same standards as an IEP for a school-age student.

Third, an Extended School Year



Centennial Bell Award winner

Jim Schulz, seventh-grade teacher at Helena Middle School, is the fourth recipient of the Montana Statehood Centennial Bell Award. The award honors an outstanding teacher of Montana history. Schulz uses songs and storytelling as tools to teach history. On Monday, November 8, Jim Schulz and his students participated in a bell-ringing ceremony at the state capitol. November 8 marked Montana's 104 birthday. (Gene Fischer photo)

with disabilities is nothing new. Schools have provided preschool programs for many years and have been required by law to do since 1990. However, precisely when a child becomes eligible for special education has been somewhat ambiguous, and the procedures for locating, identifying, and placing preschool-age children with disabilities have been widely divergent across the state.

The principles described below are intended to resolve concerns regarding this requirement when children turn three at inconvenient times; that is, late in the school year, during the summer vacation, or very early in the school year.

Third birthday responsibilities

First, each preschool-age child with disabilities becomes eligible to receive special education and related services on his or her third birthday. Eligibility to receive special education and related

(ESY) program allows delivery of free appropriate public education during the interim when school is not in session. Not all preschool-age students with disabilities need an ESY program. However, when the IEP team determines that continued educational programming is necessary to prevent significant regression in previously learned skills, the IEP must address the need for an ESY program.

Information and data gathered as a result of the child study team process, including information presented from instructional programming in the home or other settings, are the bases for making decisions about skill regression and for estimating time required to recoup skills lost during a break in instruction. The student's need to acquire new skills or the family's need for child care are not sufficient reasons to require an ESY program.

(Continued on page 14)

Field Notes

About Ethan: a parent's pride

By Jude Oberst

At age four, Ethan was diagnosed with Hunter's Syndrome. At that time, his personality included hyperactivity, hitting behaviors, and asking the same questions over and over when talking to other children. More than once I overheard neighborhood children calling him "retarded" or "stupid" or "weird," and he was seldom included in their play. He also had remarkable ability to remember names of all the people he met, and he always cheerfully introduced himself. We were told his condition would eventually erode both language and physical skills.

When Ethan was five years old, it became fashionable for boys to wear long hair, or "tails," something Ethan liked. Because he had so much trouble sitting still, cutting his thick straight hair was very tricky, so using the "tail" proved to be a good motivator to get him through his first professional haircut.

One day, a few weeks later, I was waiting for him on the school playground and heard two little girls discussing the kids they liked. "I like Ethan," one girl said. "Who is Ethan?" the other girl asked. "You know, he's the blond kid with the tail." It made me smile to hear other children identify him by citing a positive difference. It was a gentle reinforcement for me, as a parent, not to allow the necessary course of therapy routines, medical testing and bills, IEP meetings or emotional adjustment to ever overshadow the love and joy this perfect little boy brought to our lives, regardless of a medical "diagnosis" or the school system's "label."

When Ethan's dad got home that night, I told him what I'd heard, and we decided that no matter what the whims of fashion were, we would let Ethan keep his "tail." As years passed, that incident has come to symbolize a real turning point in our determination to help others see Ethan as a child first.

Recently, one of his fourth-grade classmates told me, as she braided Ethan's eight-inch tail, "Mrs. W. said if Ethan were her kid, she'd cut his hair." My reply was, "It's a good thing Ethan is my kid then, isn't it?" "Yep, he's cool." Indeed, it was the greatest compliment his friends could give him.

The one thing *all* parents hope for their children is that they grow up loved and respected and in some ways make a positive difference in the lives of others; that they are encouraged to discover their strengths. Parents of special needs children are often asked, "When did you first know there was something 'wrong' with your child?" or "How do you cope with the disappointment?" Society has a long way to go before people stop asking those inappropriate questions. We do not think of our children as burdens. We do not see our children as mistakes. We love our children as children.

To those teachers or administrators who don't understand the benefits of inclusion, I can only say this: If just one child in Ethan's class grows up and is reminded of him when they see someone wearing a braid, and then remembers Ethan as a friend from school, I will be as proud of my son as any parent could be.

The fact is, I already am. ■

—Jude Oberst lives in Helena. She has written a booklet called *Ethan's Feeling Switch*, which is the story of a mother's effort to explain her son's disability to other children.

American Indian Week in Dillon

By Claudia Schaeffer

Seventh graders at Dillon Middle School extended their Montana history unit on the Battle of the Big Hole and the Nez Perce flight for freedom with a week of activities focusing on awareness of American Indian culture.

At the beginning of the week of September 27-October 1, students built their own model tepees. Prizes were given to the top designs. Students also sampled fry bread and erected a tepee on the front lawn of the school.

On another day, students listened to Indian legends and heard stories told by Peter Bornmuth, who accompanied the stories with Indian drumming. Bornmuth told the students how each story belonged to the teller and could not be told by another unless it was "gifted" to him.

On Friday, the students listened to Leroy Not Afraid, a member of the Crow tribe, who told them the history and traditions of the tribe. He taught them a traditional round dance and talked about life on a reservation. Students also saw a presentation of American Indian tools and weapons.

A week of events intended to increase student awareness of American Indian culture became a fun-filled and interesting learning experience for students and teachers alike. ■

—Claudia Schaeffer teaches at Dillon Middle School.

Have you tried these I Love to Read Month ideas?

♥ Anna Jeffries School

During last year's I Love to Read Month, students at the Anna Jeffries School (grades 4-5) in Cut Bank learned the importance of reading in many different forms.

"Make Friends With Books" was the theme the school chose for its special activities. Students were not challenged to read a certain number of books; rather, reading for enjoyment with books as lifelong friends was promoted. This encouraged students to be involved in all the activities.

Scheduled activities for the week included the following:

Monday—"Books are Friends Through The Ages": All students were given timelines to chronicle their favorite books from birth to the present, with help from parents. Students also made bookmarks to give to their book buddies.

Tuesday—"Together Is Better, Let's Read": Students visited the K-3 building and shared books with their book buddies.

Wednesday—"Read My Lips": Silence was observed for an hour throughout the school, including physical education classes, to stress the importance of reading as a form of communication. All students and staff wore big red lips. In the afternoon, the students played Book Title charades and attended a mime performance presented by the high school speech and drama team.

Thursday—"Get Mixed Up with a Good Book": All staff and students dressed up in mixed-up clothing. Teachers rotated to a different class every half hour and taught the class. The cooks served breakfast for lunch. The teachers held a potluck luncheon which provided an opportunity to share their experiences with each other.

Friday—"Make a New Friend": So that students could make new friends with books, a book exchange was held in the gym. Students brought books from home to exchange. They made signs to advertise the books.

For a list of suggested titles for

"Book Title Charades," contact Charleen Henderson, Anna Jeffries School Librarian, Cut Bank.

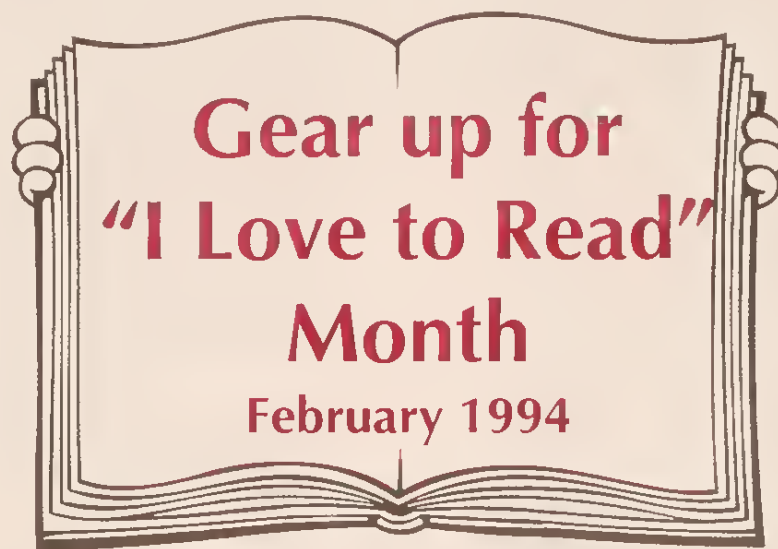
♥ Dillon Schools

Dillon City Schools celebrated with a special guest, author and storyteller Kenneth Thomasma. Thomasma also provided writing workshops for students and writing tips for teachers.

♥ Knees Elementary

Knees Elementary (a one-room

program, each student adopted an adult reading partner for one week. Students spent at least 15 minutes each day reading to their partners or listening to their partners read to them. Students received coupons for each 15-minute time slot spent reading with their partners. The students returned their coupons to school daily, and prizes were awarded at the end of the week. An ice cream party was awarded to the class in each grade level who returned the most coupons during



school) ended its I Love to Read Month with a special lunch. The menu was:

- Hot Chocolate (from *Mystery of the Missing Red Mitten*, Steven Kellogg)
- Grilled Cheese Sandwiches (from *Gus Was A Friendly Ghost*, Jane Thayer)
- Salad (from *A Surprise for Mother*, Pauline Watson)
- Chocolate Chip Cookies (from *Cookie Monster and the Cookie Tree*)
- Chocolate Ice Cream (from *Little Rabbit's Loose Tooth*, Lucy Bate)

♥ Hellgate Elementary

In honor of I Love to Read Month, the students in grades K-4 at Hellgate Elementary in Missoula celebrated the week of February 5-11 as "I Love to Read" week. Through Hellgate's Read-At-Home

the reading week. The reader with the most coupons from each class was invited to a pizza party along with his or her adult reading partner. Family passes to a Grizzly basketball or a Lady Griz basketball game were awarded in a random drawing to one student from each grade level.

To highlight the week, themes were used daily to make reading a special event. Friday started off the week with "Going Bananas Over Books" day. A special guest reader was sent to each classroom to share a story and bananas with the students. Guest readers for the day included the principal, superintendent, school psychologist, P.E. teacher, and special education teacher.

The students and staff came dressed in sweats on Monday for

"Sweat It Out With a Good Book" day. The theme for Tuesday was "Going Crazy Over Books" day. Students and staff came to school dressed as their favorite book character.

Western attire was worn on Wednesday for "Round up a Good Book." Thursday finished off the week with "I Love To Read" day. To help promote the importance of reading, Lady Griz basketball players volunteered their time to share a story and autographs with the students throughout the week.

♥ Big Sky High School

Big Sky High School in Missoula had a lot of fun with I Love To Read Month. The library media specialist, Gloria Curdy, printed a huge, hot pink "I Love To Read" banner for the library. To celebrate "I Love to Read" day, the library media center sponsored "Sun n' Fun Day" in the library. Tropical decorations were borrowed from Rosauer's grocery store. Other decor included a windboard with a colorful sail, swimming pool and lawn chairs, beach umbrellas and towels, swimwear, and beach music album covers. Local merchants donated prizes for students and staff, who could register for the prizes each time they checked out a book. These prizes were awarded with fanfare and delivered to classrooms.

Students and staff dressed for the beach and participated in an all-school potluck in the library during lunchtime. Live beach and Hawaiian music provided by talented staff members enhanced the atmosphere.

The reading lab teachers promoted wearing sweatsuits on February 10 for "Sweat It Out With A Good Book" day.

February 26 was the day chosen by the journalism class to promote reading with a "Wear Sun Glasses, Be Cool . . . Read" day.

For information on a high school's "Drop Everything and Read" project, contact Doug Helgeson, principal at Shelby High School (434-5523).

—June Atkins, OPI Reading Specialist



Parents and children sharing literacy: A family event

As educators, we all know how parent involvement impacts the learning process and children's attitudes toward education. Research suggests that over 80 percent of parents in the United States are willing to be involved or are already involved in their child's learning. The question teachers and administrators must ask is, "How do we involve parents in the education of their child?" One way is to invite parents to participate in parenting workshops.

The Montana State Reading Council, Eastern Montana College Student Literacy Corps, and the Office of Public Instruction pooled their resources to develop a parent involvement manual titled *Parents and Children Sharing Literacy: A Family Event*. The materials are designed to use with parents of young children. The workshop topics include an introduction of literacy development, quality literature for children, interac-

tive reading, and developmentally appropriate activities to share with children. Included in the packet is a copy of the video "Read to Me," produced by the Idaho Literacy Project and distributed by the International Reading Association; along with copies of the children's books *Hairy Bear* and *Love You Forever*.

The manual is available at no charge to teachers and principals in Montana. Each Reading Council president has been given a handbook. To use the materials, simply contact the local president in your area. If your school or program would like to purchase the workshop materials, they are available for \$40 for the manual only or \$60 for the manual and video tape. Contact Judy Peterson, Eastern Montana College, Dept. of Special Education and Reading, 1500 N. 30th St., Billings, MT 59101.

—Nancy O'Hara
Even Start Coordinator

Environmental education

introduction

The Green Acres Elementary School in Santa Cruz, California, once had a three-acre gravel parking lot. Today, the lot is alive with fruit orchards, gardens, and farm animals tended by enthusiastic students. Students apply principles of science, mathematics, and social studies as they work with nutrition, soil chemistry, produce marketing, and animal husbandry.

In Wallingford, Connecticut, high school students conducted energy audits for the school, eventually becoming state-certified energy auditors. As a result of their training in energy conservation, these students saved the school system \$260,000 in fuel costs the first year alone.

And in Montana, the school system in the small town of Winifred lures students into advanced science classes with an outdoor education course that culminates in a 60-mile canoe trip down the Smith River. Students design research projects on aspects of the river habitat, learn to read maps and compasses, feel the thrill of successfully navigating the whitewater, and get excited about science.

These are all examples of environmental education, a subject that is experiencing a major boom in popularity nationally and globally as humankind turns to the next generation to help solve the complex problems that threaten the planet.



Rooted in the past

Environmental education (also called conservation education or outdoor education) is nothing new. It goes back at least as far as the creation of our first national park and the nation's fledgling awareness that the land's resources were not infinite.

According to the Phi Delta Kappa's Center on Evaluation, Development, and Research (*Outdoor Education*, 1987), environmental education evolved from two movements, the progressive education movement and the environmental movement. Around

the turn of the century, progressives argued that education should be experiential and should prepare children to become responsible members of society. Accordingly, schools in the 1920s and 1930s developed camping programs to let kids learn about the world and acquire skills such as cooperation and planning. During the 1950s, the outdoors became a laboratory for many subject areas.

Interest in the outdoors was heightened by the environmental movement of the 1960s. Environmental education saw a big surge of interest in the 1970s, partly inspired by Earth Day and a growing national awareness of ecological concerns such as air and water pollution.

Today, at a time when environmental issues are constantly in the news, interest in environmental education is seeing another resurgence. There are hundreds of organizations across the nation involved in environmental education—from public schools to agencies to foundations.

Programs vary widely, but most advocates of environmental education agree on at least a few things: First, our ability to have a sustainable future depends on helping the next generation of humans become environmentally literate and responsible. Second, students learn a lot

more from *experiencing* education than by just seeing or hearing. Third, we need to teach students *how* to think about environmental issues, not *what* to think.

"Ultimately," says George Martin, life science teacher in Bethesda, Maryland, "you want kids to go out into the world thinking for themselves. Environmental problems will affect today's students in every aspect of their lives, in any field they pursue. They are the ones that have to come up with the solutions." ("In Pursuit of the Lorax," by Jennifer Zicht, *EPA Journal*, Sept./Oct. 1991)

Eyes to the future

Environmental education is of special interest in Montana, a state whose past, present, and future depend on natural resources.

Montana has many critical decisions to make in the natural resource arena. We have some spectacularly thorny problems to

solve, not the least of which is the nation's largest Environmental Protection Agency Superfund site near Butte and Anaconda, the result of a century of mining.

Unfortunately, most Montana students are poorly equipped to help solve those problems. For one thing, they know little about the state's natural world. A survey conducted by the Office of Public Instruction in the 1970s found that most Montana students don't even venture out into the landscape.

According to Jerry McCarthy, a past president of the Montana Environmental Education Association, this is still true today. Students need outdoor experiences and a good under-

standing of natural systems as a basis for decision-making skills, McCarthy says. "We have high school kids who have never been to Yellowstone Park, who don't know what Montana has to offer outdoors," he says. "When kids get out of school, they will be the ones making the decisions. You can't do that without knowing what's out there."

Preparing students for a booming environmental job market

Another reason cited for the growing interest in environmental education is the thriving environmental job market.

Environmental cleanup technologies, alternative energy resources, recycling, and conservation are an exploding global industry. We need to prepare students for that market.

Consumer education is another key aspect of environmental education. Should you drink bottled water or tap

water? What's best—milk that comes in paper cartons or milk in plastic containers? What about milk that comes from cows given bovine growth hormones? What kind of car should you buy? If you recycle your newspapers, will it create more environmental problems than it solves? Which "green" products are truly benign, and which are merely shrewd marketing?

Consumers make daily decisions that will affect their own health and the environment's. Today's students need skills to help them make informed decisions. In that sense,

environmental education teaches basic life skills.

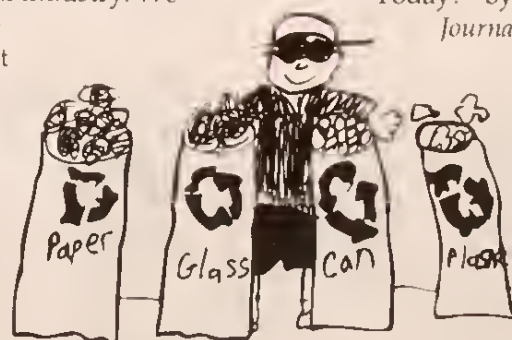
Emphasis on problem solving and decision making

Environmental education has also gained popularity with educators because they find it makes learning fun and meaningful for students. It plays on a natural sense of wonder that all students share about living things, the world, and how humans fit in. When education is fun for students, it usually becomes fun for teachers as well.

At its best, environmental education is experience based; it emphasizes problem-solving and decision-making skills; and it provides a real-world context for applying math, science, writing, social studies, art, and physical education in an integrated fashion. Furthermore, it does so in an arena many students are extremely interested in and concerned about.

Fortunately, environmental education doesn't need to break a school's budget or require drastic changes in the school schedule. In fact, many advocates agree that, ideally, environmental education is not an "add-on" but something that is infused throughout the curriculum at all grade levels.

Jeff Welsch of the Wisconsin Department of Natural Resources says, "Requiring K-12 courses in environmental education would be a significant burden on teachers and schools, which already have many required subjects to teach. Rather, we ask that reading, writing, and arithmetic be taught using familiar issues such as waste disposal, clean water, and wildlife management." ("What Did you Learn in School Today?" by Jeff Welsch, *EPA Journal*, Sept./Oct. 1991)



Concerns for Montana educators

It appears certain that environmental education is not a passing fad but a permanent fixture in education, a

critical part of preparing students to become responsible citizens.

What are the issues in environmental education in Montana and elsewhere? What resources are available to Montana teachers? What programs are working in Montana? With hundreds of new "green" educational products flooding the market, how do educators with limited time and resources decide which are effective? How do you make sure environmental education is bal-

(Continued on page 9)

First in a series of articles on environmental education.

(Continued from page 8)

anced? What are other states doing in environmental education?

Montana Schools will explore these and other topics related to environmental education in the next several issues. ■

—Russell Hartford, Science Specialist; Spencer Sartorius, Health Enhancement Specialist; Linda Vrooman Peterson, Social Studies Specialist, Cheri Bergeron, Resource Librarian; Sanna Porte Kiesling, Montana Schools Editor; Office of Public Instruction

Connecting the patterns through environmental education

Environmental writer Phillip Johnson argues that if threats to the planet are acknowledged as real, no educational system hoping to prepare its students for citizenship in the world could fail to treat "the environment" as an important subject. However, he says, teaching that the natural and the human are separate worlds in collision is part of the problem.

The following is an excerpt from Johnson's article, "Connecting Patterns Through Environmental Education" (Educational Leadership, copyright April 1983 by the Association for Supervision and Curriculum Development).

It should be noted that this article was first published in 1983; the "horribles" Johnson mentions have accelerated since that time.

Just to make sure we are all talking about the same thing when we discuss "the environment" as an issue worthy of the schools' attention, consider:

- . . . Biological diversity is being rapidly reduced. Extinction of as many as one-fifth of all the earth's species is possible by the turn of the century, projecting current rates of deforestation, conversion of wild land to urban and agricultural uses, and other development. Mass extinction at this rate will almost certainly result in unpredictable alterations of global nutrient cycles, (nitrogen, sulfur, carbon, and so on), the composition of the atmosphere, and soil productivity.
- Tropical forests are the planet's greatest reservoir of biological diversity, embracing from two-fifths to one-half of all species. Half of all these forests will be gone in something over 50 years. . . . The loss of these breathing, moisture-bearing, heat-retaining forests will alter the world's weather patterns, among other things. . . .
- Millions of acres [of the earth's surface] have been transformed into desert through the impact of

agriculture and forestry practices. Roughly six percent of the earth's surface is now considered desert, but another 28 percent is at risk of becoming so. From an anthropocentric point of view, this would represent an overwhelming reduction of the global environment's food, fiber, and fuel needed to sustain our species.

- Hopeful eyes are often turned toward the oceans as a future source of food, but in reality most of the 30 or so common food species of fish are currently being harvested at levels beyond the yield their numbers can sustain.

The "horribles"

This parade of grim realities could be a long one; we could go on to speak of acid rain, loss of estuaries and wetlands, the increase of carbon dioxide in the atmosphere, and many more [problems]. . . .

If these threats are acknowledged as real, no educational system hoping to prepare its students for citizenship in the world could fail to treat "the environment" as an important subject. Even if a more skeptical attitude is taken, future citizens must be given the tools to weigh environmental arguments.

But parading the "horribles" is part of the problem. It reinforces the concept of "the environment" as something apart from ourselves upon which we have "impacts" if we are not careful. It leads to the assumption that the "natural" and the "human" are separate worlds in collision, and that the task of environmental education is to assist us in keeping the former safe from the latter.

From separateness to relatedness

The immediate threats are real, I am well and truly convinced, but they all stem from the same root—that sense of separateness. What is needed in education is not a new item in the curriculum devoted to "the environment," but a new approach to the structure of knowledge. Rather than terrifying students about ecological disaster, the educational system should produce

"Rather than terrifying students about ecological disaster, education should produce students who understand that the global environment is simply the way the world works, with humankind as an important part of that environment. That is a more hopeful, less paralyzing view of the world and a more fascinating challenge to education."

Environmental job market is booming

The environment is big business these days, and that trend shows no signs of slowing down. Educators concerned with preparing their students for the future job market should consider the following:

- The federal Office of Technology Assessment estimates that the global environmental technology market will swell to \$300 billion by the year 2000. According to Norman Eder of the Oregon Graduate Institute of Science and Technology, "Training and education are essential to this industry."
- According to *Working Woman* magazine (July 1993), "Paul Portney of the nonprofit think tank Resources for the Future calculates that in order to comply with federal regulations, American businesses will have to spend some \$170 billion to clean up their act by the year 2000—and they're going to need consultants to help them do it." That's partly why *Working Woman* rates "environmental consultant" as the eighth "hottest" career in its annual report on "The 25 Hottest Careers."
- Furthermore, the magazine reports, "Recent government reforms, like the 1992 Clean Air Act Amendments, and an increased focus on hazardous waste removal are expected to expand the environmental-services industry by 60 percent over the next two years." Entry level salaries for environmental consultants average \$30,000.
- The seventeenth "hottest" career listed by *Working Woman* is that of "environmental manager." In both clean-up and prevention, the environmental manager's responsibility is to integrate environmental considerations into everyday business decisions. This career requires experience in management, communications, environmental science, or engineering. Entry level salary is \$30,000 to \$40,000.



- According to the Environmental Protection Agency (EPA), engineers are urgently needed to control pollution and clean up contamination, also to develop technologies and products that will prevent pollution. Economists are needed to weigh the costs of pollution against costs of strategies to prevent or reverse pollution. Geographers and planners are needed to develop environmental solutions appropriate for different parts of the world.

Unfortunately, says the EPA, there is a great shortage of such highly trained personnel. For example, the nation faces a serious shortfall in engineers, mathematicians, and scientists. Growth rate in these occupations is expected to reach 25 percent by 2000.

- The National Association of State Development Agencies, in a recent report to the Montana Commerce Department, suggested that Montana become a "world-class" environmental research institute. "As the world turns more toward environmental protection and cleanup actions, there will be enormous opportunities for Montana," the report says.

Jerry McCarthy, past president of the Montana Environmental Education Association, predicts Montana will become a global center for the study of environmental cleanup technology. With the nation's largest EPA Superfund site located near Butte, Montana Tech is actively seeking federal grants and corporate sponsorships to do just that.

- *Environmental Career Opportunities* lists 250-plus current jobs in environmental policy, communications, advocacy, conservation, engineering, research, and education. (Available from the Brubach Corporation, 1100 Connecticut Ave., NW, Washington, DC 20036). ■

students who understand that the global environment is simply the way the world works, with humankind, as a globally dominant species, a very important part of that environment. That is a more hopeful, less paralyzing view of the world, and a profounder and more fascinating challenge to education. . . .

Studying "the pattern which connects" should be the mandate of education for two reasons. First, because humankind, by means of its brain the most successful competitor among the planet's current burden of species, has penetrated every niche and habitat on the globe, this perfectly natural event has presented our species with the tremendous evolutionary challenge of consciously learning to adapt to a global environment.

Current environmental problems

are the symptoms of our failure to adapt thus far. Failure to learn in the relatively near future may well result in our extinction, or at least the drastic modification of our environment, another perfectly natural event that educators and other humans will nevertheless wish to forestall. Knowledge of the patterns which connect us to the rest of the global environment would thus be a precursor to our learning to adapt and central to any sane educational program.

We urgently need better education . . . if we are to adapt and survive. But in order to adapt, we need not only to transform the world but to be transformed. The most important goal of environmental education should be to guide us from separateness to relatedness. ■

—Phillip Johnson

environmental education

Birch Creek Center offers outdoor classroom for Montana students

For several years every spring, a few school teachers have brought their students to the Birch Creek Outdoor Education Center, in the Beaverhead National Forest north of Dillon, to study nature. These teachers came from a hardy breed: they had already had outdoor education experience, and they knew they were on their own!

This year—thanks to the Natural Resource Conservation Education Program (NRCEP)—new teachers, new kids, and new experiences came to Birch Creek. An NRCEP grant funds half of the salary of Jill Nishball, a veteran environmental educator from Arcata, California. The other half of Jill's pay comes from the Beaverhead National Forest's partner at Birch Creek, the Western Montana College of the University of Montana (WMC).

Jill came to work in April and immediately "hit" the school circuit, contacting rural teachers in nearby Beaverhead and Madison counties

and in Butte, 60 miles to the north.

Jill offered everything from brief presentations on natural history subjects to all-day "immersing" experiences, modeled after the acclimatization program of Steve Van Matre, a well-known environmental educator. All told, Jill had something to do with nearly 500 elementary students and their parent chaperones.

Jill also has laid out a special nature study trail that offers teachers an instructional path that carries them and their students away from the nature center's buildings. During the summer Jill laid out a second trail, accessible for physically challenged students of all ages, and offered a course on outdoor education techniques. She has also begun developing a "KEEPSakes" environmental education curriculum for Birch Creek. "KEEP" stand for "Kids Environmental Education Program."

What does the future hold for Birch Creek? We hope to secure

funding from NRCEP and other sources to continue to support an outdoor education professional at Birch Creek. Next year's task will involve testing the KEEPSakes curriculum, working out the bugs, and adding new pieces. We also hope to develop educational

"boxes" with fish, mammals, and birds, for use at Birch Creek and by Forest Service specialists who visit schools.

Getting kids out into the woods remains the main goal. Having a facilitator helping teachers make full use of the great outdoor

classroom means Montana children will have a richer, more meaningful encounter with the outdoors—which, for too many, represents unknown territory. ■

—Jack de Golia, Public Affairs Officer,
Beaverhead National Forest

International EE conference held in Montana



The North American Association for Environmental Education, NAAEE, held its 22nd annual conference at the Huntley Lodge at Big Sky, Montana, September 24-29, 1993. Over 800 participants from the United States, Canada, Mexico, and Central America attended workshops and informational sessions on environmental education and related issues.

The conference theme, "Pathways to Partnerships: Coalitions for Environmental Education," focused on the many innovative ways educators can cooperate to increase our understanding of the environment and natural resources.

Governor Marc Racicot appropriately named September 26 to October 2 "Environmental Education Week" to coincide with the NAAEE meeting.

Keynote addresses covered a wide range of topics. For example, Madeleine May Kunin, deputy secretary of the U.S. Department of Education, spoke on "Environmental Education, Education Reform in the U.S. Department of Education"; while Dr. Andriy O. Demydenko, head of the Department of Environmental Education within the Ministry of Environmental Protec-

tion of the Ukraine, spoke about the Ukraine's environmental problems and environmental education.

Over 250 concurrent and interactive sessions filled the conference program. Numerous pre- and post-conference workshops were offered on topics such as ecological economics, mining reclamation, rivers and water, fire ecology, wildlife and livestock issues, teacher training, and environmental education in Sri Lanka.

Programs and presentations ranged from informational sessions by Project ECO SCHOOL,* one of the nation's most comprehensive environmental resource and curricula libraries; to sessions on the variety of definitions of environmental education.

A list of topics presented, with descriptions, and presenters' names and addresses, can be found on METNET. For more information on the conference, contact Kari Gunderson, President, Montana Environmental Education Association, P.O. Box 1008, Condon, MT 59826. ■

(* You can contact Project ECO SCHOOL at 881 Alma Real Dr., Suite 300, Pacific Palisades, CA 90272 (310-454-4585.)



Students apply the lessons of nature at one of Birch Creek's campfire circles.

Environmental education resources for Montana educators

Montana Geographic Alliance

The Montana Geographic Alliance is a grassroots organization. Assisted by the staff of the Geography Education Program of the National Geographic Society, the alliance conducts programs in four areas: teacher education, public awareness, materials development, and targeted outreach to education decision-makers. The Alliance offers summer geography institutes, workshops, and staff development programs. It provides geography lesson plans, classroom activities, and other resources keyed to state and local curriculum guidelines. Public awareness and advocacy activities of Alliance teacher-consultants alert educators to educational opportunities. The Alliance coordinators and teacher-consultants are available to provide advice to state and local curriculum reform efforts.

For more information, contact Jeffrey A. Gritzner (243-5626) director, Public Policy Research Institute, University of Montana, or Linda Vrooman Peterson (444-5726), administrator, Basic Education Division, Office of Public Instruction.

Project Learning Tree

The American Forest Institute commissioned the Western Regional Environmental Education Council, an association of state departments of education and resource management personnel from 13 western states, to develop a project that elementary and secondary teachers could use in helping students understand their interdependence with the total forest community. The program, Project Learning Tree, seeks to develop the knowledge, skills, and commitment all citizens need in order to use resource lands wisely for the long-term benefit of all. Learning materials use the outdoors as a learning laboratory whenever possible at all grade

levels. For more information, contact Kurt Cunningham, Youth Education Coordinator, Department Fish, Wildlife and Parks, 1420 E. 6th Ave., Helena, MT 59620 (444-1267).

Project WILD

Project WILD is based on the premise that young people and their teachers have a vital interest in learning about the earth as home for people and wildlife. In the face of pressures affecting the quality and sustainability of life on earth as we know it, Project WILD addresses the need for human beings to be responsible members of the ecosystem.

Project WILD is committed to neutrality on controversial issues, recognizing that people need information from a variety of sources to make their own informed decisions. For more information, contact Kurt Cunningham, Youth Education Coordinator, Department Fish, Wildlife and Parks, 1420 E. 6th Ave., Helena, MT 59620 (444-1267).

Project WET

Project Water Education for Teachers (WET) Montana is an interdisciplinary, supplementary water education program. The goal of Project WET is to facilitate and promote knowledge of Montana's water resources through classroom-ready teaching aids. Project staff will provide technical assistance and guidance to groups interested in planning and developing locally sponsored water education programs and projects. For more information, contact Gina Morrison, Director, Project WET Montana, Montana State University, Culbertson Hall, Bozeman, MT 59717 (994-6425).

Look for more resources in the next issue of *Montana Schools*.

"Dispatches" are updates by Office of Public Instruction staff. Staff members may be reached at the phone numbers listed or by writing them at the Office of Public Instruction, P.O. Box 202501 Helena, MT 59620-2501.

CHAPTER 1

Joan Morris, Specialist
444-3083

Fall conference

The Montana ESEA Chapter 1 Fall Conference was held at the Holiday Inn Billings Plaza on September 29-October 1. Nearly 850 educators attended the 62 sessions presented by Montana educators, National Diffusion Network (NDN) projects, the Chapter 1 Technical Assistance Center (TAC), the Rural Technical Assistance Center (R-TAC), and the Office of Public Instruction staff.

The fall conference provided inservice training opportunities for Chapter 1 personnel and school administrators who direct Chapter 1 programs. These sessions were provided to update participating teachers, administrators, and instructional aides in the latest and most innovative trends for educating "at-risk" students.

The first day of the conference focused on personnel new to Chapter 1, school administrators, and innovative programs. The general session began on Thursday morning when Nancy Coopersmith, administrator of OPI's Department of Accreditation and Curriculum Services, opened the general session. Chapter 1 director B. J. Granbery extended congratulations to Marilyn Iverson, Chapter 1 high school teacher; Ann Bartell, supervisor; and Pat Obrecht, aide; winners of the 1993 Chapter 1 National Recognition award from Montana.

Nancy Keenan, Superintendent of Public Instruction, gave the welcoming address. The keynote speaker, Carolyn Ann Schneider, gave a presentation called "Have You Seen Any Self-Esteem?"—an appropriate address at a time when reform, restructuring, and reauthorization concerns are generating changes in Chapter 1 programs across the nation.

Conference evaluations indicated that sessions were very successful in providing technical assistance and new instructional techniques to the participants.

HOME ECONOMICS/NUTRITION EDUCATION & TRAINING
Laurie Potterf, Specialist
444-4414

Nutrition Education and Training (NET)

On August 30, 1993, I started a new chapter in my life at OPI. Half of my time remains devoted to assisting home economics education, with its focus on the family and the major issues families manage daily—parenting and child

development, promoting healthy family relationships, making consumer choices, selecting food for good health, managing time and money, and selecting affordable and appropriate housing and clothing. For the other half of my time, I am the Nutrition Education and Training (NET) coordinator.

Funds for Nutrition Education and Training (NET) are available through the U.S. Department of Agriculture for promoting nutrition education and providing training for putting sound nutrition principles into practice. The four target audiences identified in the federal regulations are students, teachers, school food service personnel, and parents or the general public.

One of the NET projects underway is the development of a six-week school lunch menu cycle. A team of school food service managers and personnel from around the state has met to develop menus that students will like; that meet the reimbursable meal pattern; that use USDA donated foods and cooperative bid items; and that will meet the dietary guidelines of eating a variety of foods, limiting fat and sodium intake, and increasing fiber intake.

A dietary analysis of each menu is being performed, which will provide the number of grams of protein, fiber, and fat; total calories; and the milligrams of sodium each menu provides.

The job of parents, teachers, school food service personnel, and students begins here. If one-third of the dietary intake is calculated to meet the dietary guidelines, does this ensure that the remainder of the day is filled with nutritious

selections? As parents, we know that we can provide healthy choices for our children by substituting fat-laden snack foods with fruit leather products, whole grain breads with jelly or jam, or frozen yogurt.

As teachers and administrators, we can encourage students to participate in the school food programs rather than running down the street to the fast food vendor where a "one-track mind" sort of food selection is developed. We can also urge students to approach the school food service staff with constructive suggestions for menus. School food service personnel can promote nutrition by posting menu analyses and working with teachers to inform students of healthy food choices. Students are provided nutrition education in home economics and health classes, but are they challenged to test their knowledge in the home or in other classes?

The NET resource library has many nutrition resources, including books, videos, computer software, and curricula, for your use. One of

my primary goals is to compile a catalog of these resources. Until that is completed, please call me at the number above or send me a message on METNET. I'll help you find something to meet your needs.

Hint for the day

Focus on just one food habit you want to improve. If you never eat raw fruit or vegetables, try eating just one apple or a couple of carrot sticks each day. If you don't read food labels, go home and read one label each night. If you always buy donuts on payday, try something different such as fresh whole wheat rolls or bread. Remember, you're a role model for all those around you.

LANGUAGE ARTS

Jan Hahn, Specialist
444-3714

Work on frameworks grant progresses

In the last edition of *Montana Schools*, I included an article about the grant for Montana's Arts and English Curricular Framework. The Aesthetic Curriculum Team met September 30-October 2, and will meet again on December 1-3, February 16-19, and April 21-23. A June or July meeting with the advisory committee will also be planned.

At the first meeting, Julie Smith (Montana Arts Council); Beck McLaughlin (Arts Plus Initiative); Marilyn Delger (Hawthorne School, Bozeman); and Claudette Morton (Montana Arts Alliance) spoke to the curriculum team. Then the

committee broke into groups to discuss questions about interdisciplinary curriculum; the Pittsburgh Arts PROPEL program, in which students assume the interrelated roles of producer, perceiver, and reflector; how we can coordinate with the efforts of other grants and existing arts programs; the need for standards that cross disciplines; and how teacher preparation standards, accreditation, certification, college entrance requirements, secondary course scheduling, and the roles of teachers can be "reinvented."

The team accomplished something very impressive at that first meeting: envisioning a three-dimensional curriculum design. Allow me to explain that vision.

Our first layer is based upon the National Standards for Education in the Arts. It consists of grids for the visual, performing, and literary arts with "Creating and Performing," "Perceiving and Analyzing," and "Cultural/Historical Contexts" as the "outcome" divisions. Inside the grid are outcomes (or content standards) such as "develop

interpretation skills."

The next layer is based upon an "aesthetic encounter." Whatever the creative experience with the arts, active involvement by the student is necessary. The encounter could happen at any time during the unit, which would be thematic in nature.

The third layer consists of the resources. This is a much broader and bigger concept than is usually conceived in schools, because it includes such things as artists in the schools, museums, and performances.

If you have any suggested readings for the team, names of resource people to contact, schools that may be worth visiting, and conference or workshop possibilities, please send them to me.

Also, please communicate with the curriculum team! Members are George Bewick, Roy School; Janet Boisvert, Harlem High School; Marilyn Delger, Hawthorne School, Bozeman; Sherrill Dolezilek, Townsend Elementary; Ed Harris, Montana Music Educators Association; Wes Hines, Flathead High School; Brandy Howey, Hinsdale High School; Ellin Ifft, Arlee School; Margaret Johnson, Sentinel High, Missoula; Eva Mastandrea, Western Montana College; Mary Moe, Helena VoTech; Margaret Grant Scott, Lewis and Clark School, Missoula; Pete Shea, Douglas Gold School, Browning; Harry Smith, Carroll College; Mac Swan, Polson High School; Brenda Ueland, Castle Rock Middle School, Billings; and Susanne Woyciechowicz, Missoula School District No. 1.

If you are interested in becoming a "Supporter of Aesthetic Education" and receiving updates and draft documents, please call me.

NCTE spring conference

The National Council of Teachers of English will hold its spring conference in Portland at the Oregon Convention Center, March 10-12. This is a wonderful opportunity to hear national presenters in English language arts. This year's theme is "Whose Classroom Is It? Dialoguing For Change." We will be sending registration materials to members of the Montana Association of Teachers of English Language Arts. Please call me for more information or registration forms. Next year, the NCTE Regional Conference will be held in Spokane. Both should be outstanding.

Standards project

If you are interested in helping define a common core of what we value in the teaching and learning of English language arts, you may want to become a member of one of Montana's chartered task forces for the NCTE/IRA Standards Project for English Language Arts. Carolyn Lott, University of Montana, is the chair of the MATELA Task Force, and I chair the Frameworks Grant Curriculum and Advisory Committees Task Force. Please contact either of us if you would like to see draft documents from this project. The current draft contains strands

(Continued on page 12)

Renewal units reminder:

If your district is planning inservice activities for which renewal units for recertification will be requested, you MUST apply for approval at least 30 days in advance of the activity. For more information, contact the Certification Office at the Office of Public Instruction (444-3150).

(Continued from page 11)

in reading/literature, writing, language, interconnections, and real world literacy. Each strand contains from one to three standards with elementary, middle school, and high school vignettes describing how the standard is played out in the classroom. The entire document is in narrative form.

SOCIAL STUDIES

Linda Vrooman Peterson, Specialist
444-5726

Model curriculum guides available

As school districts work to develop written curricula for nine program areas, the Office of Public Instruction has produced model curriculum guides to assist school districts in this process. The *Montana Social Studies Model Curriculum Guide* is the most recent OPI curriculum publication. A copy of the guide has been distributed to all school district superintendents, county superintendents, and curriculum consortium directors. These individuals will deliver the documents to people responsible for social studies curriculum design in their respective schools. If your district has not received a copy, please contact me.

A curriculum guide for the local school district is a plan for learning. It is a written synopsis of an overall instructional program. For the social studies, as well as for all other subject areas, a curriculum guide covers all levels of learning from kindergarten through grade 12 in a sequential and developmental pattern. The purpose of the local school district social studies curriculum guide is to assist classroom teachers in developing detailed course outlines and instructional sequences based on that pattern. The purpose of the Montana Social Studies Model Curriculum Guide is to help local districts as they develop patterns of sequential and developmental learning in the social studies.

The *Montana Social Studies Model Curriculum Guide* is arranged into six sections:

Section 1, A Model Curriculum Framework, provides the essence of the model guide. Included in Section 1 are the K-12 model learner goals for the social studies in knowledge (content), skills, thinking, and values and attitudes. The model curriculum highlights samples units written for the four cluster groups, grades K-2, 3-5, 6-8, and 9-12.

Section 2, Montana: Past, Present, Future, suggests content and learner goals for Montana studies K-12.

Section 3, Best Practices in Teaching and Learning in the Social Studies, describes effective teaching/learning strategies; the role of library media, technology, and information skills in the social studies; and assessment of the learner goals and program effectiveness.

Section 4, Where to Begin, presents a process for curriculum development and provides other

example models by which to organize the social studies curriculum.

Section 5, Resources, furnishes supplemental material which will assist curriculum committees with direct access to critical information given as the Administrative Rules of Montana, National Council for the Social Studies Position Statements, and teacher education program standards.

Section 6, References, includes the references used in preparing the document, an annotated bibliography, and an edited list of social studies organizations.

For more information about the *Montana Social Studies Model Curriculum Guide*, please contact me. The curriculum is available over METNET and can be downloaded one chapter at a time. Also, if you send two high-density, double-sided IBM or Macintosh diskettes, we can load the curriculum document for you. You may duplicate any portion of the curriculum and use it fully or in part. Our only request is that you acknowledge the Office of Public Instruction.

Make a WISH: Weekend Institute for Study in the Humanities

The Montana Committee for the Humanities has announced a timely program for primary and secondary teachers on media education: **Media Education, Media Literacy, Media Culture** by Lynne Merrick, filmmaker and teacher of media arts and criticism from Bozeman.

Visual communications are a part of our everyday lives. We get thousands of visual messages each day from billboards, books, television, newspapers, computer screens and video games.

Students of all ages are immersed in this visual culture as well. Critical thought about contemporary media forms helps us define the political, economic, and social context of image-mediated reality in America.

For more information, contact Yvonne Gritzner, Montana Committee for the Humanities (243-6022).

Montana: Past, Present, Future

The 1993 Montana Council for the Social Studies fall conference, "Montana—Past, Present, Future," held October 21-22 in Great Falls,

offered social studies teachers a quality program.

The emphasis of this year's conference centered on teaching and learning about Montana. Montana history and geography teachers are concerned that Montana history has no consistent curriculum, no text, and no common core resource list for teaching about Montana. This situation constantly causes teachers to scramble for material to create a program.

As a result of our work in Great Falls, a group of teachers interested in pursuing the problems of what to teach and when generated ideas and expressed a commitment to work together to share units, lessons, and resource materials with one another. I was charged with the task of gathering and disseminating such an annotated reference list. If you are interested in this information, and if you have something you want to add to a reference bibliography, please send me a message on METNET. We can use the social studies curriculum area on METNET to communicate and exchange ideas. This is merely the beginning of a very important project. Please keep in contact with me as we develop our network.

Here are a other highlights from the 39 sectionals offered:

Dr. Harry Fritz delivered the keynote address on Thursday with an in-depth discussion of 1970 Montana. He closed his remarks with a call for solutions to Montana's present-day dilemmas.

In "Today Then," Dave Walter of the Historical Society spoke about the predictions from the past about the future (our present).

"History a Personal Story" was presented at the C.M. Russell Museum with Jennifer Page using primary sources and hands-on activities to talk about the "life" of history.

Chere Juisto of the Historic Preservation Office discussed using Montana's historic places to develop curriculum and units.

Other sectionals included "Using Literature to Teach Western History," Bruce Wendt; "An Old Fashioned School Day," Sandra Oldendorf; "Technology and Multiculturalism," Marlene Zentz and Marlene LaCounte.

New for this year was the concept of offering sectional strands. We organized sectionals with related topics so teachers could more easily connect the concepts being taught. On Friday morning, Law-Related Education offered a strand of two sectionals in succession: "With Liberty and Justice for All" and "Life Without Liberty." Also on Friday morning, the Montana Geographic Alliance provided teachers with three sectionals, "Geography Awareness Week," "Workshop on Water," and "Where in the World?"

Traditional events included the MCSS social and reception held at the Paris Gibson Square Museum of Art sponsored by the Montana Geographic Alliance and MCSS; and the MCSS Friday luncheon, a Greek feast.

MCSS also accomplished its necessary business by electing officers and a board of directors. Officers for the 1993-94 are the following: President, Sandra Oldendorf, Dillon; President-Elect, Bruce Wendt, Billings; Treasurer, Mike Paterson, Billings; Executive Secretary, Linda Peterson, Helena; Editor, Eileen Sheehy, Billings. The board of directors include the officers, the past president, and the following members at large: Armand Lohof, Billings; Carol Orr, Butte; Brenda Wahler, Helena; Jim Hauwiller, Bozeman; Del Van Den Berg, Manhattan.

In other business, MCSS raised membership dues from \$10 to \$15 effective June 1, 1994. Next year's conference will be held in Billings with plans already underway. A working theme, "The Teaching of Tolerance," will guide the planning committee, which includes Sandra Oldendorf, Education Department, Western Montana College; Bruce Wendt, West High School teacher, Billings; and Linda Peterson, OPI, Helena. Watch for a call for presenters.

NATIONAL DIFFUSION NETWORK Patricia B. Johnson, Specialist 444-2736

National Diffusion Network (NDN) educational programs work because they are research-based, proven, cost-effective and transferrable. Validated by the U. S. Department of Education, they encompass preschool through adult education in most study areas.

Program highlight: *Books and Beyond*

Books and Beyond is an incentive-based recreational reading program that addresses the growing national problem of illiteracy and seeks long-term solutions. The primary goal is to promote and institute family literacy. Since *Books and Beyond* requires a full-school commitment and operates throughout the school year, the next training sessions will occur in early fall 1994.

New Montana *Books and Beyond* certified trainers: Selected from a large field of candidates, these teachers became *Books and Beyond*

Still available— School Laws of Montana 1993

The 1993 issue of *School Laws of Montana* is available for \$12.00. To order, please complete the form below and mail it to: School Laws of Montana, Office of Public Instruction, P.O. Box 202501, Helena, MT 59620-2501. Payment must accompany your order. Please make checks payable to the Office of Public Instruction. Allow three to four weeks for delivery.

School Laws of Montana Order Form

Please send _____ copies of *School Laws of Montana* 1993 at \$12.00 per copy. Enclosed is my payment for \$_____.

Name: _____

Address: _____

City: _____ State: _____ ZIP: _____

trainers this summer: Joyce Brown, Clinton; Betsy Crabs, Bozeman; Peggy Kimmert, Hardin; Laima LeLievre, Box Elder; and Sarah McGill, Broadus. In October they trained 29 Montana schools to use the program.

Montana schools partner with Alabama to implement Books and Beyond: Under a grant from FIRST, 29 Montana schools were chosen last spring to be trained to use *Books and Beyond*. They are beginning to coordinate their activities with those of their partner school in Alabama.

Program highlight: Reading Recovery

Reading Recovery is an early intervention program designed to teach the lowest 20 percent of first graders to read. *Reading Recovery* has training sites at Arlee and Havre. These districts sent teachers for a school year to be trained as teacher leaders in their districts.

New Montana Reading Recovery teacher leader: Lorraine Verploegen of Havre, returning from a year of training, is a teacher leader for the Havre schools.

Program highlight: Investigating Environmental Issues and Actions

A week-long training, possibly for two graduate credits, may be scheduled for June in this program which teaches critical thinking and evaluation. While primarily for grades 7 and 8, the program has been used in grades 5-16 and consists of six modules.

This interdisciplinary environmental issues and citizenship action curriculum focuses on enhancing responsible citizenship through the investigation and evaluation of actual community and regional environmental issues. The curriculum can be infused into existing science, social studies, or language arts classes and can be used in team-teaching and interdisciplinary settings.

Program highlight: Classroom Organization and Management Program (COMP)

COMP provides teachers in grades 1-9 with management ideas and materials. Use of the program improves student behavior and academic achievement. Intense interest in this program was shown at the MEA convention.

Program highlight: Project ADAPT ADAPT helps regular classroom teachers assimilate students with learning disabilities without taking an inordinate amount of time from the regular students. There is a high interest in this program from schools who are moving toward a higher degree of inclusion. Training in ADAPT was recently held in Missoula and in Billings.

Regional collaboration

NDN's Montana state facilitator met with staff of the Northwest Regional Educational Laboratory (NWREL) and facilitators from Alaska, Oregon, Washington, and Idaho to discuss common concerns throughout the region. The Montana state facilitator serves on a NWREL

committee.

NDN facilitators from the same five states and NDN's private school facilitator collaborated to bring training in five NDN programs to the quinquennial teacher's convention of the North Pacific Union Conference of Seventh Day Adventists. Over 700 teachers from the five states attended the week-long conference on the campus of Walla Walla College.

NDN Catalog

One copy of the catalog of National Diffusion Network programs is available from me for the person in each district responsible for curriculum.

For information on NDN programs, please call me at the above number.

HIV/AIDS EDUCATION

Rick Chiotti, Specialist
444-1963

School staff protection from blood-borne diseases

The U.S. Occupational Safety and Health Administration (OSHA) has adopted standards to help protect workers from on-the-job exposure to and potential infection with blood-borne pathogens such as hepatitis B virus (HBV) and human immunodeficiency virus (HIV).

According to the Montana Department of Health and Environmental Sciences (MDHES), the OSHA standards do not apply to public employers or employees working in facilities operated by cities, counties, or states. Public schools are included in the definition of public facilities and therefore are not subject to OSHA regulations. However, MDHES will likely adopt the federal OSHA standards for blood-borne pathogens in the near future. When this occurs, schools will be subject to the state regulations.

MDHES provides the following guidelines for any school planning to voluntarily initiate a protection program or preparing for compliance with anticipated state standards regarding blood-borne diseases:

- The standards will distinguish between "designated first-aid providers" and "good samaritan acts."
- Employees who are designated, as part of their routine job classification duties, as providers of first-aid (such as coaches, trainers, or playground attendants) will be covered by the blood-borne pathogen regulations. These employees need information, training, personal

protective equipment, and hepatitis B vaccinations. Employers are to cover the costs of providing these items.

- Employees who may render first-aid to injured employees or students but who are not designated, as part of their routine job classification duties, to provide first-aid (that is, "good samaritans") will not be covered under the blood-borne pathogen regulations.

For additional information on this matter, please contact the Montana Office of OSHA (1-800-488-7087), the MDHES Occupational and Radiological Health Bureau (444-3671) or the Office of Public Instruction (444-1963).

BICYCLE/PEDESTRIAN SAFETY

Mary Cheryl Larango, Specialist
444-0516

Children in Traffic video available for check-out

This video is particularly good for parent groups. It shows how children differ from adults in their perceptions of traffic and how drivers must be alert to children who cannot be expected to fully comprehend the significance of traffic.

1994 Traffic Conference includes bicycle/pedestrian topics

The 1994 OPI/MTEA state conference/workshop, to be held April 24-26, 1994, at the Park Inn in Lewistown, will include sections on elementary traffic education topics. Teachers and others who have participated in an elementary traffic education regional workshop are invited to attend with the regional traffic education trainers. Registration information will be mailed in March 1994.

Walking tips

- Help student select the safest route to and from school.
- Tell them to use the same route every day.
- Children under eight should walk with an adult or older child to school.
- Children should not enter the street from between parked cars or from behind bushes or shrubs. The majority of fatal childhood injuries result from children darting into the street between designated intersections.
- Be wary of vehicles with frosted windows that limit driver's vision.
- Practice the Basic Pedestrian Crossing Sequence:
STOP AT THE EDGE.*
LOOK LEFT (for approaching traffic).

LOOK RIGHT.
LOOK LEFT AGAIN.
KEEP LOOKING WHEN CROSSING.

At an intersection, LOOK BACK.
(* EDGE will sometimes mean the EDGE of a visual barrier.)

Passenger tips

- Advise parents of school loading/unloading zones.
- Children should exit vehicle on the sidewalk closest to the school so they won't have to cross the street at the drop-off area.
- Every person should wear a seat belt properly and remain belted until exiting the vehicle.

Bus tips

- Establish a wide "danger zone" around the bus that students should not enter.
- Practice the basic pedestrian crossing sequence to reach the bus stop.
- Behavior at the bus stop must be appropriate: NO running, chasing, throwing rocks.
- Keep seated and quiet on the bus.
- Exit the bus carefully.
- When crossing in front of bus, walk about 10 feet in front of the bus. Stop at the edge of the bus to again scan for traffic. When crossing, keep looking.

TRAFFIC SAFETY

Curt Hahn, Specialist
444-4432

1994 Traffic Conference

Don't forget the 1994 OPI/MTEA state conference/workshop, to be held April 24-26, 1994, at the Park Inn in Lewistown.

NEA resolution

The following resolution was adopted by delegates to the 1993 National Education Association Assembly:

B-42. Driver Education: The National Education Association believes that fully funded classroom and behind-the-wheel driver education courses taught by a certified teacher should be part of the basic education of all students.

The Association urges its affiliates to support legislation that requires these courses in the curriculum.

How does a parent judge whether teens are ready to drive?

The following article, written by Joseph Anderson, was originally published in the Helena Independent Record. Joseph Anderson teaches traffic education for Helena School District No. 1.

Just when it seems life as a parent seems to be getting somewhat safer and easier, you hear your teenager whisper those heart-pounding words, "Can I drive?"

After the initial shock wears off, the time for the decision is just around the corner and down the alley. Now, there are all sorts of self-help books out there, but just try to find one called *How To Share*

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My Car With Someone Whose Favorite Line is, "I Didn't Do It!"

With 10 years of traffic education and four of my own kids behind me, I empathize with the parent who is about to face the decision. I could relate hundreds of stories and thousands of facts, but maybe the most important part of the decision is right before our eyes: How mature is my teen?

The idea that every 16-year-old (and 15-year-olds, if they have taken the traffic education course) has the maturity to drive simply because he or she has reached that magic age is not solid grounds for the decision. Nor is the "convenience theory" of reasoning safe. Like many parents, I could hardly wait for the day when I did not have to chauffeur the kids to every conceivable activity, but this too is a poor reason to justify turning over the keys.

This brings us back to the question of maturity. Just how do you judge whether your daughter or son is ready?

This is a pretty tough question given personality differences even within the same family. Initially, parents may want to look at the teenager's level of impulsiveness, value judgments, peer group, and approach to school. Is my child a risk seeker? (You know—the kind of kid who jumps off the garage roof when no one else will?) Does my child understand and respect boundaries: mine, those of siblings, or those of strangers? (You know—the kind of kid who breaks something and tells you the truth?) Is my child making good choices? (You know—the kind of kid who says no to drugs and alcohol?)

If you have a youth who is trying to work on being, well, just a good all-around kid, offer him or her some driving privileges, gradually. Don't relinquish your attempts to monitor, restrict, and control the level of freedom concerning the car, whether it's your child's or yours. They may not want you leaning over their shoulders, but some parental "hack seat driving" early on could save money, energy, and lots of heartache.

Since more teenagers die as a result of traffic accidents than any other cause (National Highway Traffic Safety Administration Statistics, 1992), it seems that the decision should be based, to a large degree, upon the notion of privilege and maturity.

READING

June Atkins, Specialist
444-3664

Upcoming reading conferences

Feb. 4-6, 1994: 3rd North American Adult and Adolescent Literacy Conference, Washington, D.C.; contact June Atkins, 444-3664.

Feb. 24-26, 1994: 15th West IRA Regional Conference, Reno, Nevada; contact Donald Bear, 1025 Sumac, Reno, NV 89509 or June Atkins, 444-3664.

May 8-13, 1994: 39th Annual IRA Conference, Toronto, Ontario, Canada; contact June Atkins, 444-3664.

Oct. 1, 1994: Five Valleys Reading Conference, U of M, Missoula.

Oct. 20-21, 1994: Montana State Reading Conference, Helena; contact Kathie Elder, 443-4234 or June Atkins, 444-3664.

Oct. 19-21, 1995: Tenth Rocky Mountain IRA Conference, Billings; contact June Atkins, 444-3664 or Barbara Walker, 657-2091.

National goals and standards

The debate about national standards in the United States has been described as "one of the most powerful and provocative to emerge from the nearly 10-year-old school-reform movement." (*Education Week*, June 17, 1992, p. s1.)

"Clearing the Confusion: A Closer Look at National Goals and Standards," provides a succinct overview of this topic. (James Flood and Diane Lapp, editors, *The Reading Teacher*, Vol. 47, No. 1, September 1993, pp. 58-61.)

In the same issue of *The Reading Teacher*, you will find a chart listing magazines that publish student work. The chart also identifies the type of student work published by each magazine. (pp.72-76)

Check the October and November issues of *The Reading Teacher* for annotated lists of the Children's Choices Favorite Books for 1993, and Teachers Choices for 1993: Best New Children's Books. For the Young Adult's Choices 1993: Teenagers' Favorite Books, see the *Journal of Reading*, November 1993.

Reading-related events to note: National Book Week, January 16-22, 1994; Freedom of Information Day, March 16, 1994.

LAW-RELATED EDUCATION

Lorrie Monprode-Holt, Director
444-5718

I am now full-time director of OPI's Law-Related Education Program. Katie Vaughan is half-time program assistant for the program. We welcome your calls at 444-5718.

INDIAN EDUCATION

Bob Parsley, Specialist
444-3013

Summer Institute

The annual Montana Institute for Effective Teaching of American Indian Children will take place at Eastern Montana College in Billings, June 13-16, 1994. Graduate credit will be offered. For more information, please contact me.

American Indian literature

The National Endowment for the Humanities and the Newberry Library have announced a summer institute in American Indian Literature for secondary English teachers, June 27 to August 5, 1994. Stipend and living expenses total \$3,000 plus round-trip travel to Chicago. Application deadline is

March 15, 1994. For additional information, contact Native American Literature Summer Institute, D'Arcy McNickle Center, Newberry Library, 60 W. Walton St., Chicago, IL 60610.

American Indian literature is the oldest oral and written language legacy on this continent. This institute will explore this legacy and offer strategies for presenting American Indian literature to secondary school English students. Literary works will be studied in their historical and cultural contexts. Participants will use the extraordinary Newberry Library collections to design lessons and units for their classrooms.

SCIENCE

Russell Hartford, Specialist
444-4439

TEEMS proposal

An integrated math/science proposal called "Teacher Enhancement in Elementary Mathematics and Science" (TEEMS) is being prepared for submission to the National Science Foundation. Proposed by the University of Montana and Eastern Montana College with OPI playing a supporting role, this project is a vehicle that will empower teachers to create an active and challenging learning environment for elementary students.

The project will follow the basic design of BEST, EMME, and IMPACT grants. If the project is funded, each year for three years a group of 15 two-teacher teams (K-6) from participating districts will be chosen to participate in the project. Participating districts will commit six release days per TEEMS teacher, and one administrator to attend the second summer session. Districts will also schedule ongoing inservice for all K-6 teachers and develop a district-wide plan for long-term change.

GUIDANCE

Judy Birch, Specialist
444-5663

The Sixth Annual Youth in Crisis Conference theme for 1994 is "Promoting Resiliency: Dealing More Effectively With Life's Ups and Downs." The conference is co-sponsored by the Office of Public Instruction and the Youth in Crisis Coalition. It will be held at the Great Falls Holiday Inn, formerly the Sheraton Inn, in Great Falls, April 27-29, 1994. The four conference tracks will be linked to four interrelated characteristics of resiliency: loving well, playing well, working well, and expecting well.

For information on the conference, contact Curt Campbell, Opportunities, Inc., PO Box 2289, Great Falls, MT 59403 (761-0310).

Making the transition

(Continued from page 6)

If a student does not need an ESY program, the IEP may set the date of initiation for special education and related services as first day of the school year.

Fourth, in order to meet the timeline imposed by the third birthday, the early intervention agency and local education agency must collaborate. A preliminary step in this collaboration is the delivery of appropriate notice that a child suspected of needing special education lives within the district. Local education agencies should anticipate initial contacts from early intervention agencies at least 90 days prior to a student's third birthday, though longer periods may be appropriate, depending on individual circumstances.

Early intervention

The Developmental Disabilities Division of the Montana Department of Social and Rehabilitation Services (SRS/DDD) is responsible for delivery of early intervention services to infants and toddlers with disabilities and their families. It contracts with private, non-profit corporations to coordinate and deliver early intervention services locally. These agencies include the Hi-Line Home Program in northeastern Montana, Developmental/Educational Assistance Program (DEAP) in eastern and southeastern Montana, Specialized Training for Exceptional Children (STEP) in southcentral Montana, Family Outreach in southwestern Montana, Quality Life Concepts in central and northcentral Montana, Comprehensive Developmental Center (CDC) in western Montana, and Early Childhood Intervention (ECI) in Billings.

Generally, early intervention refers to family-focused services designed to meet the developmental needs of the child and the needs of the family in enhancing the child's development. In contrast, free appropriate public education refers exclusively to special education and related services. It addresses the educational needs of students, even preschool-age students.

Transition into special education

Jointly, OPI and SRS/DDD have developed a transition procedure to address the issues linking early intervention and special education. The procedures will help local education agencies meet the third birthday requirement. These procedures will also ensure continuity between early intervention and special education since eligibility for early intervention

(Continued on page 16)

Listings in the Bulletin Board do not necessarily imply endorsement by the Office of Public Instruction.

CONTESTS/AWARDS/GRANTS

Essay contest

BIC Corporation is sponsoring its third annual national essay contest for high school juniors and seniors. To enter BIC's contest, teachers are asked to submit student essays (of 200 words or less) with the theme: "If I could have one wish..." For a teacher entry form and official rules, contact BIC's Communications Department at (203-783-2110). The grand prize winner will receive a Compaq 486 Laptop computer complete with WordPerfect word processing software (total value: \$3,000). Four regional prize winners will each receive \$500 cash awards. Three runners-up will each receive \$100 cash awards. Deadline for entries is January 28, 1994.

Student essay contest

A contest seeking constructive proposals for creating a peaceful and just world is being sponsored by the Nuclear Age Peace Foundation. Contestants will write a letter to UN Secretary General Boutros-Ghali with proposals for making the United Nations more effective in achieving its goals. First prize is \$1,500. The contest is open to all high school students. All essays must be submitted to the Nuclear Age Peace Foundation by June 1, 1994. For information, contact the Nuclear Age Peace Foundation, 1187 Coast Village Rd., Suite 123, Santa Barbara, CA 93108.

Panasonic academic challenge

One team of six high school students and their coach will represent each state and U.S. territory in the annual Panasonic Academic Challenge. Students in grades 9-12 are eligible. The Panasonic Academic Challenge is a highly academic national high school competition. Players are asked questions from the areas of mathematics, science, English, social studies, the fine arts, foreign language, and computer science. The competition will be held at Disney World, Orlando, Florida, June 10-13, 1994. Each member and the head coach of the national championship team will receive a \$2,500 scholarship and a Macintosh computer provided by Apple Computer, Inc. For more information, contact Peggy B. Harrod, Panasonic Academic Challenge, 1925 S. Flora Ave., PO Box 391, Bartow, FL 33830 (813-534-0621).

Arts fellowship

The Council for Basic Education, with major funding by the National Endowment for the Arts, will award 34 Arts Education Fellowships for four to eight weeks of self-directed, independent summer study. If you are a K-12 teacher of the arts, general classroom teacher, curricu-

lum specialist, or professional artist, write for an application to Arts Education Fellowships, 2506 Buckelew Dr., Falls Church, VA 22046 (703-876-5782). Recipients receive a \$2,800 stipend, plus a \$200 grant to your school for materials related to your study. Postmark your application by January 12, 1994.

Education grants alert

More than ever, schools and school districts are seeking grants for their programs and services. Education Grants Alert reveals the newest funding opportunities focusing solely on K-12 grant opportunities. This weekly report uncovers grantmakers' hidden funding agendas so you can tailor proposals to their funding priorities. For information, contact Capitol Publications, Inc., 1101 King St., PO Box 1453, Alexandria, VA 22313-2053.

WORKSHOPS/SEMINARS

Developing capable people

On February 2, 1994, the Montana Association of Elementary and Middle School Principals will present a workshop entitled "Developing Capable People," presented by H. Stephen Glenn, a noted lecturer, author, and consultant on education and training. The workshop will be held at the Heritage Inn in Great Falls, 9:00 a.m. to 4:00 p.m. Topics discussed will include empowering others; 10 ways to affirm and validate people; raising self-reliant children in a self indulgent world; coping with problems of peer pressure, failure, and poor self-image; and teachers who make a difference. Teams from an organization are encourage to attend. The cost is \$70 for the first team member and \$40 for each additional team member. Single registrations are also encouraged. For more information, contact Julie at the SAM Office (442-2510).

International folk dance

Phyllis Weikart, one of the country's leading authorities on movement and international folk dance, has made a significant impact on her field for over 30 years. As a teacher and promoter of quality international folk music, she has brought to movement, fitness, and dance a teaching system that ensures success for teachers and students of all ages. Weikart will present a two-day workshop in Kalispell, February 4-5. The cost is \$100 per person. Call Francie Lipp (756-5024) for registration information. A block of rooms has been reserved at Cavanaugh's. Call 752-6660 for lodging information.

ET CETERA

Save outdoor sculpture

A statewide outdoor sculpture survey called Montana SOS! (Save

Outdoor Sculpture) is a volunteer survey of all three-dimensional outdoor art in Montana. This survey is dedicated to finding, describing, and raising public awareness about the condition of the estimated 500 outdoor sculptures in Montana. Volunteer workshops, starting in January, will be held in communities throughout the state. Teachers and students at all levels are invited to participate. The Montana SOS! project is sponsored by the Museums Association of Montana in collaboration with the Montana Arts Council, the Montana Historical Society, and the numerous local historic preservation commissions in the state. For more information contact Patricia Bik, 66 S. Rodney, Helena, MT 59601 (406-442-3058).

Teaching Visit exchange program

Teaching Visit programs are professional development opportunities for elementary and secondary school teachers and administrators in a foreign country. The two-week Teaching Visit programs begin with an orientation and introductory educational lectures in the capital city of the host country, after which participants travel to a smaller community where they live with a volunteer host family and attend school daily with a local counterpart. Educators who participate in the Teaching Visit programs have the opportunity to interact directly with students and educators from different countries and to get an insider's view of the educational system and culture of a foreign country. For more information, contact Fouad Kalouche, Council on International Educational Exchange, 205 E. 42nd St., New York, NY 10017 (212-661-1414-ext. 1209).

Amity institute

Language classes teach students how to speak, but culture and its subtleties are what make language come alive. Amity Institute, a non-profit organization, brings life to language classes by arranging for native speakers to volunteer as teaching assistants. Contact Debra Hinman, PO Box 118, Del Mar, CA 92014 (619-755-3582).

Simms project positions

The Systemic Initiative for Montana Mathematics and Science (SIMMS) Project has the following openings at the University of Montana (UM) and Montana State University (MSU):

- 48 teacher/writers (24 at UM and 24 at MSU)—seven weeks starting June 13, 1994.
- 54 teacher/leaders (18 at UM for six weeks starting June 13, 1994, and two groups of 18 at MSU for three weeks each, starting June 13 or July 11, 1994). Secondary teaching experience, strong math or science background, good writing skills, interest in integrated math are required. Applicants should send a resume, transcripts, two letters of recommendation, and a sample math lesson or article to Dr. Johnny W. Lott, Co-Director, SIMMS Project, Dept. of Math-Sciences, UM, Missoula, MT 59812

(406-243-2696). Consideration starts February 17, 1994; open until filled. ADA/EEO/AA employer.

- Co-chair for professional development committee (UM, 1994-1995, starts August 22, 1994). Secondary teaching and inservice experience, Ph.D. in math education or math preferred; knowledge of integrated math and technology, and demonstrated ability to work on a team required. Applications for co-chair position should send resume, transcripts, and three letters of recommendation to the above address.

Literature needed

Big Sky School in Missoula desperately needs copies of the Scott Foresman Anthology Series — Medallion Edition (copyright 1979). They particularly need the *Arrangement in Literature and U.S. in Literature* copies. Big Sky can't afford to buy a new program, so they hope some generous souls will help them out and send them some of their unused copies. Contact Allen Hay, Big Sky High School, 3100 S. Ave. W., Missoula, MT 59801 (728-2401).

Big Sky Telegraph grant

(Continued from page 3)

comprehensive libraries of math and science curriculum and support materials which, ultimately, can be made available for national dissemination.

According to project director Cynthia Denton, "Western's Reach for the Sky project is aimed at ending the isolation of rural math and science teachers by enabling them to use available computerized human and data resources for learning. This rural telecomputing initiative will give teachers the technical skills, hands-on experience, and ongoing support to incorporate the resources of Internet and other computer networks into their own classrooms and curriculum."

"Teacher education and innovation in teaching and learning has long been an integral part of the college's role and scope," said Western Montana College Provost Sheila MacDonald Stearns.

"This grant will enable the Big Sky Telegraph Program to step to the forefront as a leader in the electronic frontier, while serving as guide and supporter to K-12 math and science teachers throughout the state."

"Rural outreach in teacher education, specifically in the areas of math and science, is of particular importance to the US WEST Foundation in Montana," said state US WEST Foundation Manager Tom Alfrey. "We're excited to be a part of this initiative. ■"



Making the transition

(Continued from page 14)

services under Part H terminates once eligibility for Part B begins; that is, upon the child's third birthday. The procedure established for transition consists of the following steps:

The early intervention agency must inform the local public school of children who may have disabilities and may need special education. For children whose birthdays fall during the school year, this notice will be at least 90 days prior to the child's third birthday. For children whose third birthday falls during May through August, this notice will be delivered on or about March 1. The intent of the notice is to provide the local education agency with sufficient, timely information necessary to complete the special education process within the constraints of the third birthday requirement.

The early intervention agency, with the approval of the family, will convene a transition planning conference with its staff, the family, and the public school at least 90 days before the child's third birthday. The purpose of the conference is to review the child's program options for the period between the transition planning conference and the third birthday. The early intervention agency will provide appropriate notice of the meeting to be held at a mutually agreeable time and place.

A representative of the local education agency must participate in the transition planning conference. Based on the options discussed (including referral to special education, continuation of limited services funded through SRS/DDD, or other options available locally), the participants establish a transition plan for the child. More than one transition planning conference may be necessary to develop or revise the transition plan.

The transition plan is *not* an IEP, nor is the local education agency responsible for developing or implementing the plan. However, as a result of the conference, the family may refer the child for evaluation, in which case the Child Study Team process begins.

If the Child Study Team determines the child is a student with a disability in need of special education, the local education agency must develop an appropriate IEP. As with any IEP, the team developing an IEP for a preschool-age student must design the annual goals and short-term instructional objectives, which, when implemented, will project educational progress. Subsequently, the team must identify the least restrictive placement in which to pursue these goals and short-term objectives. Finally, the team must consider whether the student needs an extended school year in order to receive a free appropriate public education.

If a student with disabilities has a third birthday during the school year, provision of free appropriate public education must begin immediately on the third birthday. If the student's third birthday falls during the summer months and the IEP team determines that the student needs an extended school year program, the local education agency must provide an appropriate program commencing on the third birthday. Absent an identified need for an ESY program, the IEP may be implemented on the opening day of the coming school year for students whose birthdays fall during the summer vacation.

Through funding from SRS/DDD, the early intervention agency may continue to provide family-focused training beyond the third birthday. These services are discretionary; that is, they are provided at the discretion of the early intervention agency. While completely independent of the IEP, these services may, to a limited degree, support educational outcomes contained in the IEP. The local education agency is not required to provide such discretionary services should the early intervention agency decline to do so.

Critical concepts

To summarize, children with disabilities become eligible for special education on their third birthday, no matter when in the year the birthday falls. Eligibility for special education requires the implementation of an appropriate IEP on the birthday. Consequently, local education agencies must have advance notice of impending third birthdays in order to meet with families, establish relationships, discuss options for the child and family, and contribute to a plan which will guide the child and family through the transition process.

To facilitate the transition, OPI and SRS/DDD have developed guidelines to coordinate Montana's early intervention program with special education. A transition conference held at least 90 days in advance of the child's third birthday will be the cornerstone of the transition process. Should the conference result in a referral to special education, the local education agency must implement its procedures to evaluate and, if appropriate, develop an IEP to meet the identified special educational and related service needs.

The IEP may then be implemented *immediately* (when the birthday falls within the school year), *beginning with an ESY program* (when the IEP identified such needs), or *on the first day of the coming school year* (when the third

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CALENDAR

January 1994

16-22: National Book Week
20-21: State Board of Public Education joint meeting with Board of Regents, Helena—Jeannie Worsch, 444-0302
21: Statewide CSPD Council Meeting, Helena—Linda Beadle, OPI, 444-5661
24-25: Montana Academy of Leadership Development Trainings on Special Education Administrative Rule Changes and Inclusion, Helena—Linda Beadle, OPI, 444-5661
26: School Nurse Day
27-28: Certification Advisory Council (CSPAC), Helena—Peter Donovan, 444-0301

February 1994

I Love to Read Month
Black History Month
American History Month
1: Deadline for 1995 Australian Teacher Exchange applications, International Teaching Fellowship—Duane Jackson, OPI, 444-3129
2: Developing Capable People workshop, Great Falls—Montana Assoc. of Elementary and Middle School Principals, 444-2510
7-11: National School Counseling Week
13-19: Business Professionals of America Week
28-March 1: Montana Academy of Leadership Development Training on Special Education Administrative Rule Changes and Inclusion, Glendive—Linda Beadle, OPI, 444-5661

March 1994

National Nutrition Month
National Women's History Month
Youth Art Month
6-12: National PTA Drug & Alcohol Awareness Week
7-11: Newspapers in Education Week
7-8: Special Education Institute, Butte—Linda Beadle, OPI, 444-5661
13-19: National Mid-Level Education Week
14-18: National Energy Education Week

24-25: State Board of Public Education meeting, Helena—Jeannie Worsch, 444-0302
24-26: Mont. AGATE (Assoc. of Gifted and Talented Education), Missoula—Rona Engelter, Hamilton—363-2280
28: Drug-Free Schools Regional Meeting, Glendive—Rick Chiotti, OPI, 444-1963
29: Drug-Free Schools Regional Meeting, Lewistown—Rick Chiotti, OPI, 444-1963
30: Drug-Free Schools Regional Meeting, Havre—Rick Chiotti, OPI, 444-1963

April 1994

Mathematics Education Month
2: International Children's Book Day
4: Drug-Free Schools Regional Meeting, Polson—Rick Chiotti, 444-1963
5: Drug-Free Schools Regional Meeting, Helena—Rick Chiotti, 444-1963
6: Drug-Free Schools Regional Meeting, Livingston—Rick Chiotti, 444-1963
14-15: Certification Advisory Council (CSPAC), Billings—Peter Donovan, 444-0301
17-23: Week of the Young Child
17-23: National Library Week
22-24: Montana Home Economics Assoc. Meeting and Four-State Meeting, Glendive—Laurie Potterf, OPI, 444-4414

May 1994

4-6: Council for Exceptional Children Conference, Missoula—Linda Beadle, OPI, 444-5661
26-27: Board of Public Education, Helena—Jeannie Worsch, 444-0302

June 1994

13-16: Montana Institute for Effective of American Indian Children, Billings—Bob Parsley, OPI, 444-3013

July 1994

21-22: Certification Advisory Council (CSPAC) Helena—Peter Donovan, Administrator, 444-0301

birthday falls during the summer months and no ESY is needed.) In any case, the decisions regarding free appropriate public education rest with each student's IEP team.

Failure to provide free appropriate public education for children with disabilities three years of age and older renders the local education agency out of compliance with the regulations governing IDEA.

Statewide dissemination

The rationale behind these concepts is presented in Special Education Technical Assistance manuals entitled: "Preschool Guidelines," "Individualized Education Program," "Extended Year Programs," and "Least Restrictive Environment." In addition, the Office of Public Instruction, in conjunction with the Developmental Disabilities Division, is developing a new technical assistance manual which will provide greater detail regarding transitions between early intervention and special education. Following publication of this manual, personnel from OPI and SRS/DDD will discuss the concepts in a series of regional workshops throughout the state. ■

—Dan McCarthy, OPI Early Childhood Specialist

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